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ABSTRACT

The objectives of this analysis were to determine the evolution of multicultural education programs and to ascertain a description of current multicultural education programs in teacher training institutions. Teacher education personnel at five colleges and universities were interviewed for data collection. The majority of programs studied were begun within the last four years in response to state mandates and multicultural education standards adopted by the National Council for Accreditation of Teacher Education. Programs were usually initiated by individual faculty members, although committees were soon established to provide leadership. Short range goals varied from offering a course in multicultural education to establishing multicultural education centers and/or offering graduate degrees within departments of curriculum and instruction. Long range goals included expansion of short range objectives, securing financial support, and integrating multicultural processes within the schools. Recommendations for institutions desiring to establish multicultural education programs are included. Descriptions of the multicultural programs of the five schools and the interview guide are appended. (Author/MK)

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AN ANALYSIS OF DATA OF INSTITUTIONS WHICH HAVE OUTSTANDING TEACHER PREPARATION PROGRAMS DESIGNED TO ENHANCE THE DESEGREGATION PROCESS THROUGH MULTICULTURAL PROGRAMMING

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PART I: INTRODUCTION

INTRODUCTION

RATIONALE

There is the need for research based data on teacher preparation programs designed to enhance the desegregation process through multicultural programming. It is revealed by the literature and research that there exists a wide range of problems relating to teacher preparation for desegregated school settings. Evidence of this is manifested in the increasing suspension and drop-out rate of blacks and other minorities, their placement in special education classes, lack of teacher understanding of the culture and the contributions of blacks to the American society, and the lack of consideration given to the learning styles of blacks. Thus this study proposes to contribute to the solution of these problems, (and assist black students to become productive citizens and therby make the American dream a living reality.)

STATEMENT OF PROBLEM

The problem of this study was (1) to determine the early evolvement of multicultural education programs and (2) to ascertain a description of the current multicultural education programs.

POPULATION

The population consists of teacher education personnel at Cleveland State University, Cleveland, Ohio; South Carolina State College, Orangeburg, S. C.; University of Houston, Houston, Texas; University of South Carolina, Columbia, S. C. and Texas Southern University, Houston, Texas.

METHODOLOGY

An interview guide was designed which focused on items relating ot the early evolvement of the multicultural education programs and descriptions of current multicultural education programs. The guide was used during the on-site-visitations.

PART II: PRESENTATION OF FINDINGS

PRESENTATION OF FINDINGS REGARDING THE EARLY EVOLVEMENT OF THE MULTICULTURAL EDUCATION PROGRAMS

The purpose of this section is to present significant data obtained through personal interviews with multicultural education personnel in three states representing five colleges/universities. These findings of the study were organized in these categories: (1) date of origin, (2) rationale for beginning, (3) evolvement through various stages, (4) vehicle for providing leadership activities, (5) short range goals, (6) long range goals, (7) difficulties encountered, (8) successes achieved, (9) sources of financial support and approximate annual costs, (10) administrative and faculty support for the program, and (11) the extent of the need for faculty training in multicultural education.

WHEN DID YOUR MULTICULTURAL EDUCATION PROGRAM BEGIN?

Cleveland State University

The Multicultural Education Center at Cleveland State University was opened in September of 1977 in University Tower 1338. For the Fall Quarter there was only a secretary. A part-time secretary and graduate assistants were added during the Winter Quarter. The Center was a response to the needs of many teachers of the Cleveland Public School System who were transferred to schools which have children of different backgrounds because of the court order to desegregate. Teachers expressed the need (1) to understand more about people in order to help students they teach, (2) to become aware of their own intercultural relation, and (3) to be more effective in their multicultural classes.

A needs assessment study had been conducted in 1976 which involved 5,811 students, parents, and staff of the Cleveland Public School System. Among relevant goals, the first ranked pertained to developing "respect for, appreciation of, and ability to relate to others --- families, schools, communities, and nations."

South Carolina State College

The actual operation of the Multicultural Education Program has not begun. At present there has been only a series of discussions relative to the development and implementation of the program to be initiated during the Spring Semester of 1980. The impetus for the Multicultural Education Program came from three sources. First, the NCATE (National Council for Accreditation of Teacher Education) mandate; Second, the Consortium of Southern Colleges for

Teacher Education Project funding for a faculty development workshop; Third, the compatibility of the program with emerging trends and practices.

University of Houston

Multicultural education is an established program area within the Department of Curriculum and Instruction, College of Education at the University of Houston. This program in the beginning was supported by a HEW grant for developing institutions. In 1972, the Texas Education Agency mandated a multicultural emphasis. This mandate was translated into a three hour course both for graduates and undergraduates. Texas Senate Bill 121 supported the bilingual component. Of all the factors, the Texas Education Agency revised Standards for Teacher Education and Certification provided the greatest impetus for incorporation of multicultural experiences in the preservice teacher training program.

University of South Carolina

Although individual efforts had been made with multicultural education previously, the official beginning date was September 6, 1978. Several factors had a collective impact on its beginning. For instance, Dr. Johnnie McFadden had developed a course focusing on Black Cultural Perspectives. The COPE Project (Community and Occupational Program in Education) and Teacher Corps had an interest in implementing multicultural education. The Dean of the College of Education appointed a Multicultural Education Committee.

Texas Southern University

Components of the multicultural education program can be traced to such projects as Cycles 7 and 9 of Teacher Corps Multi-Ethnic Project, Desegregation Institutes for Teachers, Parents, Administrators and Counselors, and the Triple T Project (TTT Trainer of Teacher Trainers). The program's impetus was due to the institution's experience with a range of projects which focused on cultural and racial diversity, the leadership of Dr. Claudette Ligons, the international composition of its faculty and student body, international travel, and education of the faculty. Additionally, the 1972 revised Standards for Teacher Education and Certification of the Texas Education Agency mandated a multicultural emphasis.

DID IT EVOLVE THROUGH VARIOUS STAGES?

Cleveland State University

During the period September 1977 - June 1978, the

Director of the Multicultural Education Center devoted 1/3 time to the Center while during the period September 1978 - June 1979 3/4 time was devoted to it. Various stages provided increased contacts with the public and activities of the Center.

Contacts with the public included (1) publicity and (2) conferences attended. Compared with the first year of operation, there was increased publicity through brochure distribution, newsletters, State and national awareness of the Center. An increased number of conferences and meetings were attended by the Director of the Center.

An expansion of Center activities included workshops. Multicultural Educaiton Day, displays, presentations, In-service Education - Faculty and School Administrators, and organization of an Advisory Board. Additionally, there has been a continuous search for fundings of proposals.

South Carolina State College

A series of discussions have been held relative to the development and implementation of a multicultural education program and a committee established

University of Houston

The multicultural education program evolvement was marked by struggle. It involved (1) educating faculty members about multicultural education, (2) obtaining more faculty participation decision making, (3) reducing the multicultural/bilingual dichotomy, and (4) securing hard money support. Today, the undergraduate teacher preparation program is competency based. Generic competencies for multicultural education have been identified and incorporated into the total training program. Additionally, the Department of Curriculum and Instruction of the College of Education offers a Master of Education degree in multicultural/bilingual education and a Doctor of Education degree in multicultural education.

University of South Carolina

September 6, 1978 marked the official beginning date for the multicultural education program. Prior to that time, individual efforts had been made. It started with a group of interested persons. Later, consultants from other college and universities were brought in. Then there was the impact of the revised National Council for Accreditation of Teacher Education standards which included a multicultural education standard. Finally, a multicultural

education committee was established.

Texas Southern University

During its early development, the short range goals for multicultural education placed emphasis on problems related to desegregated school settings. Answers were sought to questions regarding: (1) specific problems of cross-over teachers in desegregated schools; (2) conditions under which these problems vary; and implications of those problems for school administration. The late Dr. Clifton M. Claye, who was a member of the Texas Southern University faculty, conducted research on teachers in desegregated school settings. Some of his findings are as follows:[1]

1. In spite of public statements to the contrary, cross-over teachers do have problems (233 out of a possible 360).

2. The majority of the cross-over teachers are female and teach at the elementary level.

3. Those in authority tend to assign the experienced productive black teachers to formerly all-white schools and the inexperienced and certain white teachers to formerly all-black schools.

4. Prior to going on the job or as soon thereafter as possible, cross-over teachers should have some sensitivity training.

5. Experiences with multi-racial groups of children in different type neighborhood schools should be included in the pre-professional preparation of teachers.

6. Two words - fear and isolation - are the focal points around which the most pressing problems faced by cross-over teachers appear te be centered.

7. There appears to be some positive relationship between the age group to which the cross-over teachers belong and the kinds of problems faced by them.

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[1] Walter A. Mercer, Humanizing The Desegregated School: Guide For Teachers and Teacher Trainers. pp. 35-39. Vantage Press. New York. 1973

8. Individual schools, as nearly as possible should design in-service education programs to assist cross-over teachers in the solution of their problems.

9. The most serious or pressing problems faced by white cross-over teachers, in rank order, were: (1) classroom control and discipline; (2) working with students who have less parental support, resources, and enrichment experiences than those of previous classes; (3) unfamiliarity with students' background, race, and/or language; (4) inadequate preparation for the experience; (5) fear of loss in professional and social status; (6) negative parental reactions as reflected and/or reflected in student behavior; (7) gaps in communication between teacher and teacher; (8) gaps in communitcation between student and teacher; (9) social isolation of cross-over teachers; (10) fear and insecurity; afraid of the unknown, the untried and the new; (11) working with teachers of the opposite race; and (12) unprepared for the prejudices and hostility encountered.

10. The most serious or pressing problems encountered by black teachers, in rank order, were: (1) social isolation of cross-over teachers; (2) classroom control and discipline; (3) negative parental reactions as reflected and/or expressed in student behavior; (4) unfamiliarity with students' background, race, and/or language; (5) working with students who have more parental support, resources, and enrichment experiences than those of previous classes; (6) gaps in communication between teacher and teacher; (7) parental and community rejection as reflected in attitudes and behavior toward cross-over teachers; (8) rejections because of parental expectation as reflected in student behavior; (9) working with students who have less parental support, resources, and enrichment experiences than those of previous classes; and (10) gaps in communication between principal and teacher.

11. The most serious or pressing problems encountered by cross-over teachers, white and black, in rank order, were: (1) classroom control and discipline; (2) unfamiliarity with students' backgrounds, race, and/or language; (3) working with students who have less paren-

tal support, resources, and enrichments than those of previous classes; (4) social isolation of cross-teachers; (5) negative parental reactions as reflected in attitudes and behavior toward the teachers; (6) gaps in communication between teacher and teacher; (7) gaps in communication between student and teacher; (8) fear of loss in social and professional status; (9) parental and community rejection as reflected in attitudes and working behavior toward the teacher; (10) working with teachers of the opposite race; and (11) inadequate preparation for the experience.

Findings Regarding Descriptions of the Current Multicultural Education Programs

WAS A COMMITTEE OR COUNCIL ESTABLISHED TO PROVIDE LEADERSHIP?

An Advisory Board to the Multicultural Education Center had been established at Cleveland State University while committees were formulated at South Carolina State College, Texas Southern University, and the University of South Carolina. The University of Houston has an established Multicultural Education Program Area within the Department of Curriculum and Instruction of the College of Education.

WERE THERE SHORT RANGE GOALS FOR MULTICULTURAL EDUCATION DURING ITS EARLY DEVELOPMENT?

Cleveland State University

The College of Education opened the Multicultural Education Center, a resource center, during the Fall Quarter of 1977. It is one of a few centers in the United States and the first in the Greater Cleveland area. Current operation is supported by limited resources from the College of Education. The Center's short and long range goals include:

1. Development of a multicultural curricular model for implementation within the College of Education at the pre-service level.

2. Presentation of workshops, seminars, and courses on multicultural education at the public school in-service level as well as for community agencies.

3. Aid and encouragement to educational systems to engage in multicultural activities and exchanges.

4. Development, implementation, and evaluation of curricular materials for use by professionals, students, and community agencies and organizations.

5. Organization of an informational network of university and community resources pertaining to multicultural education.

6. Initiation and sponsorship of local, regional, and national conferences on all phases of ethnicity and offer appropriate facilities and assistance for these meetings.

South Carolina State College

The short range goals focused on the development of two distinct multicultural education courses or undergraduate and graduate level experience.

University of Houston

At the University of Houston, the short range goals included:

1. The establishment of multicultural education as a program area within the Department of Curriculum and Instruction of the College of Education.

2. Designing and awarding a Master of Education degree in multicultural/bilingual education.

3. Designing and awarding a Doctor of Education degree in multicultural education.

4. Identifying generic competencies for multicultural education and integrating them into the total undergraduate teacher preparation program.

University of South Carolina

The short range goals at the University of South Carolina focused on the following:

1. By June 1979, to have organized an international and comparative education thrust as part of the regular College program which would include on-campus courses and international education travel experiences.

2. By June 1979, to have assessed and published a report on all institutions of higher education involvement in multicultural education.

3. By March 1979, to have assessed a select sample of public school districts in South Carolina to determine the extent of their involvement in multicultural education and the extent and type of problems with which they are faced.

4. By June 1979, to have completed a survey of the many groups, agencies, and organizations involved in the same type of program in South Carolina to determine what has been done and what still remains to be done in the area of multicultural education.

5. By June 1979, to have designed at least three multicultural teaching units to assist educators in meeting the three most pressing problems identified through the assessment above (#3), with one of the units designed especially to help teachers

assess their own level of awareness, involvement, and teaching practices.

6. By June 1979, to have acquainted all present College of Education faculty with current research, trends, and issues in multicultural education.

7. By June 1979, to have set up a resource center containing current materials pertaining to multicultural education for faculty, students,and community agencies.

8. By June 1979, to have established a communications network with other State agencies that will draw publicity to the program and to have identified leadership among various ethnic groups to be involved in planning, implementation, and evaluation of the program.

Texas Southern University

As the South progressed toward the elimination of the dual system, teachers often have been shifted to achieve some kind of ethnic balance. Consequently, many of them found themselves teaching students who differ from themselves racially. Educational leaders of the South labeled them the "cross-over" teachers. During the early development of the desegregation aspect of multicultural education, an investigation was conducted which specifically sought answers to the following questions regarding: (1) the specific problems of "cross-over" teachers in desegregated schools, (2) the conditions under which these problems vary; and (3) the implications of those problems for shcool administration. Such answers constituted short range goals for the desegregation aspect in particular and multicultural education in general.

WERE THERE LONG RANGE GOALS FOR MULTICULTURAL EDUCATION DURING ITS EVOLVEMENT?

Cleveland State University

Long range goals for multicultural education at Cleveland State University included the establishment of a Multicultural Education Center with specific goals for flexibility, expansion, and a greater degree of implementation as time progressed.

South Carolina State College

Long range goals have not been established at this time. The Multicultural Education Committee will formulate operational

goals and objectives for the program.

University of Houston

The most significant long range goal will be to achieve the integration of multicultural processes as an undergirding concept of all instruction in the College of Education and the University of Houston.

University of South Carolina

Long range goals are stated in this manner:

1. By December 1979, to have developed a specific management plan with objectives, tasks, responsibilities, and completion dates for establishing a comprehensive multicultural center with adequate funding.

2. By June 1980, to have revised the total education curriculum to integrate appropriate components of multicultural education at all levels, including revision of courses or creation of new courses where appropriate.

3. To establish a multicultural center which develops programs, activities, conferences, workshops, and provides technical assistance and training in the following areas:

   A. Curriculum guides, resource and research material, and assessment instruments
   B. Ethnic Studies
   C. Bilingual teacher education
   D. International and comparative education
   E. Leadership training
   F. Linguistics
   G. Oral history
   H. Community involvement
   I. Funding sources

Texas Southern University

Long range goals included: (1) working toward endorsement (certification); (2) offering courses in multicultural education; (3) developing international aspects since 2000 of its 8000 student population are from fifty countries and over 40 per cent of the faculty and administrative personnel have had international experiences which include: Asia,

Australia, Caribbean, Central America, Europe, Latin America, New Zealand, North and South America.

WHAT DIFFICULTIES DID YOU ENCOUNTER?

Cleveland State University

The greatest difficulty encountered was lack of financial support for the full time service of the Director of the Multicultural Education Center and the secretary although partial support was given by the University.

South Carolina State College

The multicultural education program at South Carolina State College is in the planning stage.

University of Houston

Among the problems encountered at the University of Houston were the following: (1) lip service support from some faculty who were reluctant when requests were made for faculty positions, office and development facilities, secretarial support, etc., (2) a questioning of the legitimacy of multicultural education to exist as a program area simultaneously with social studies, science education, mathematics, and other traditional areas, (3) undermining techniques such as challenging graduate students as to why they want to major in multicultural education, and (4) questioning of professors in multicultural education about their role and reasons for wanting to be involved in the program.

University of South Carolina

Some of the difficulties encountered consisted of the following: (1) resistance to change by some members of the College of Education Faculty, (2) tendency of some faculty members to view multicultural educationa s a "black-white thing," (3) inadequate funds to support the program, and (4) lack of in-service education for the total College of Education faculty.

Texas Southern University

Difficulties at Texas Southern University included: (1) inadequate support materials and equipment, (2) tendency for some faculty members to view multicultural education as being "for blacks only," and (3) lack of a core of persons who had released time for collection of support materials.

WHAT SUCCESSES HAVE BEEN ACHIEVED?

Cleveland State University

The two years which the Multicultural Education Center has been in operation has been a period or great activity. More people are calling for assistance. An advisory Board has been formed. As a result of a Cultural Awareness Workshop, there are now teaching units on cultural awareness in operation in the various schools in the Greater Cleveland area. There has been a successful Multicultural Education Day, and multicultural processes are being incorporated in the undergraduate teacher preparation program.

South Carolina State

Plans have been made for the implementation of one undergraduate and one graduate course in multicultural education during the 1980 Spring Semester.

University of Houston

Successes are as follows: (1) a Department of Multicultural Education had been established; (2) A Master of Education degree is offered in the Multicultural/Bilingual Education Program; (3) A Doctor of Education degree is offered in multicultural education; and (4) generic competencies for multicultural education have been identified and incorporated into the competency based undergraduate teacher program.

University of South Carolina

Whereas there had been some resistance to change related to multicultural education, a degree of success manifested itself in attitudinal modifications. For instance, there was an increased willingness on the part of some faculty members to incorporate multicultural concepts in their courses. Another manisfestation was seen in the "seeking-out" of assistance regarding sources of information which relate to various disciplines.

Texas Southern University

There have been five major successes. First, teacher education students have been taught skills in incorporating multicultural concepts in the various school subjects offered in the public schools of Texas. Second, prospective teachers have been taught the skills of working with a wide range of people from diverse ethnic and cultural backgrounds. Three, food of various ethnic and cultural groups have been served in the campus cafeteria. Four, there have been many informal

linkages with faculty in colleges and schools outside the College of Education. Five, there has been emphasis on the international component of multicultural education.

WHAT WERE THE SOURCES OF FINANCIAL SUPPORT AND APPROXIMATE ANNUAL COSTS?

Cleveland State University

The University budget provides funds to support a 3/4 time position of the Director of the Multicultural Education Center and a 1/2 time position of secretary to the Center. Additional support was made available through the funding of a Teacher Institute Proposal which generated monies from the Ohio State Department of Education. The purpose of conducting approved Teacher Institute Programs was to supplement but not supplant budgeting for teacher education at the University. The total amount of funds received was $19,250. The Institute involved twenty-five different teachers from the Bedford School System. If teachers are to create and maintain an atmosphere conducive to teaching and learning basic skills in a multicultural classroom, an understanding of the various cultures is essential. Many teachers have been transferred to shcools that have children of different ethnic backgrounds in the Cleveland School System. The ethnic composition of the classrooms in the Bedford System has changed due to ethnic flight because of the court order to desegregate the schools in Cleveland, and redistricting. A major goal of the Institute is to assist teachers in acquiring adequate ways of looking at various cultures, investigate the misinformation which promotes negative attitudes, and to provide experiences in various cultural lifestyles.

Products developed from the Institute included a teaching unit that can be utilized in the classroom, assurance of potential teacher educator who will serve as a building resource person to help other teachers. A University grant supported an additional In-service education workshop.

South Carolina State College

As has been previously stated, the multicultural education program is still in the planning stage and will be implemented during the Spring Semester of 1980.

University of Houston

"Soft" monies such as grants, short term contracts, and legislative funds were vital in the initiating efforts for

acquiring faculty, support staff, office space, supplies and materials, etc. These were judiciously linked with "hard" monies from the university with objective of facilitating the institutionalization of the Multicultural Education Program.

University of South Carolina

Some financial support came from Teacher Corp Project at the University of South Carolina. The College of Education contributed $2000 to the effort during one academic year.

Texas Southern University

Partial financial support came from Teacher Corps and Peace Corps projects at the University.

TO WHAT EXTENT DID THE ADMINISTRATION AND FACULTY SUPPORT THE PROGRAM?

Cleveland State University

In addition to providing funds to support a Director of the Multicultural Education Center at 3/4 time and a secretary at 1/2 time, the following sources provided during the 1978-79 year:

Dr. Richard McArdle
Dean

Dr. Annie Clement
Associate Dean

Dr. Diana Jordan
Department of Specialized
Instructional Programs

Mrs. Barbara Hertzing
Graduate Assistant

Mrs. Rose Achacki
Secretary

Staff
Dean's Office

Staff
Department of Specialized
Instructional Programs

Staff
Instructional Support
Services

Mr. Paul Mooney
Information Services

Mr. Nate Eatmen
Photographer

Mrs. Shirley Seaton
Cleveland Board of
Education

South Carolina State College

The program is still in the planning state. However, it

is anticipated that the administration and faculty will lend full support to the development and implementation of a series of courses and/or experiences in multicultural education. The support will come through planning conferences, the development of protocol materials, etc.

University of Houston

Numerous meetings were held with the departmental chairperson, College of Education Dean and the Associate Dean of graduate and undergraduate education. The meetings provided for the establishment of a broader university-wide support for multicultural education. Conducting in-service programs which focus on various aspects of multicultural education were prioritized. Further, the excellent performance on the part of doctoral students in other classes led to a more positive response of the faculty toward multicultural education.

University of South Carolina

The College of Education gave moral support and some financial support. While there was some resistance by some members of the faculty, other members were amenable.

Texas Southern University

The administration and faculty gave full support and some leadership to multicultural education. The Dean of the College of Education taught a multicultural education course.

TO WHAT EXTENT DID THE FACULTY NEED TRAINING IN MULTICULTURAL EDUCATION?

Cleveland State University

There was a great need for faculty training in multicultural education. On April 5-6, 1979, a national team was invited to the campus to give in-service training on multicultural education to the faculty of the College of Education and the superintendents of the various school systems in the Greater Cleveland area. The in-service training was made possible through a university grant.

South Carolina State College

The faculty is in need of training that relates to education which is multicultural. A faculty awareness workshop will be conducted as a part of the faculty development

program prior to the beginning of the 1979-80 academic year.

University of Houston

The faculty of the multicultural education program area within the Department of Curriculum and Instruction hold appropriate degrees and consequently did not need very much in-service education. However, multicultural education awareness experiences were held with other faculty members.

University of South Carolina

Three types of in-service training in multicultural education were held. They were: (1) self training, (2) peer training, and (3) workshops open to all.

Texas Southern University

Although more than two thirds of the faculty had international experiences, some additional training was needed. Efforts were made to build on the experience of black faculty and the positive relations among the faculty.

PRESENTATION OF FINDINGS CONCERNING DESCRIPTIONS

OF THE CURRENT MULTICULTURAL EDUCATION PROGRAMS

The organization of thise findings consists of the following: (1) objectives of the teacher preparation programs, (2) the philosophy for multicultural education, (3) multicultural education competencies sought for development by tea her education programs, (4) program design, (5) courses which include components, mini-courses, field experiences, etc., (6) impact of State Departments of Education Certification Division or other appropriate bodies on multicultural education in the teacher preparation program, (7) majors of students who are involved in the multicultural education programs, (8) undergraduate teacher education enrollment, (9) number of undergraduate students who were Mexican-Americans, Indians, Blacks, other minorities, and (10) the future of multicultural education at the institutions included in this study.

WHAT ARE THE OBJECTIVES OF THE TEACHER PREPARATION PROGRAM?

Cleveland State University

The major objective of the teacher preparation program at Cleveland State University is as follows:

> To educate men and women who desire to serve as teachers or as other professional school personnel. Its program serves principally the needs of metropolitan Cleveland. The College of Education presently offers a variety of undergraduate programs for the advancement and enrichment of persons active in the education profession.[2]

South Carolina State College

Included in the objectives of the Department of Education are the following:

1. The Department of Education will help students identify their personal goals, develop a sense of self worth, self-confidence, and achieve deeper levels of self-understanding as measured by providing course offerings with the above outcome being specific objectives.[3]

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[2] Cleveland State University Bulletin, Undergraduate Issue, June 1979, p. 85.

[3] South Carolina State College, Catalog Number 1977-78, pps. 243-45.

2. The Department of Education will help students acquire depth of knowledge in the area of elementary education, prepare students for advanced academic work at four-year institutions, graduate and professional schools and will aid students in acquiring high standards of intellectual performance as measured by (1) providing a series of required course offerings with the above outcomes being specific objectives, and (2) an evaluation instrument to be administrered to each elementary education student prior to graduation.

3. In order to maintain open admissions and develop meaningful education experiences for all admitted, the Department of Education will offer developmental programs in basic reading skills as measured by the above course offering being published in required college publications.

4. The Department of Education will increase the students' ability to undertake self-directed learning, to synthesize knowledge from a variety of sources, to use methods of scholarly inquiry, scientific research and problem-solving as measured by providing course offerings with the above experiences being specific objectives.

5. The Department of Education will facilitate a climate whereby continuous educational innovation is accepted as an institutional way of life by experimenting with different methods of evaluating and grading student performance, by experimenting with new ways of individualized instruction and by creating procedures whereby curricular and instructional innovations may be readily initiated. Acceptable level of attainment will be recognized by accreditation of the program by state, regional, and national organizations.

6. The Department of Education will provide evidence that the department is actually achieving its stated objectives and is accountable to its funding sources for the effectiveness of its program, as measured by its year-end reports to the college administration and funding agencies.

7. The Department of Education will improve the quality of course offerings and teaching skills as measured by (1) providing a department level professional development program each academic year, and (2) providing for each student to

evaluate his respective classes within the Department of Education each semester.

University of Houston

The mission and purpose of the College of Education at the University of Houston is as follows:[4]

> The College of Education of the University of Houston Central Campus promotes the development of an educational system adequate for and responsive to the changing conditions of the times. The College has committed itself to innovative approaches in the preparation of teachers and other professional personnel. Within its own programs, the College offers prospective teachers and teachers-in-service the opportunity to experience frontiers of educational practice and thought.
>
> The faculty of the College share the belief that teaching is a profession and that teacher education represents the training arm of that profession. In collaboration with the teaching profession, state and local government agencies, and other units of UHCC, the College seeks to:
>
> 1. Prepare well-qualified personnel for service in educational systems and agencies through both pre-service and in-service programs.
>
> 2. Contribute, through scholarly activities including basic and applied research, to the knowledge base upon which the practice of that profession rests.
>
> 3. Provide leadership and expertise in collaborative efforts with schools and other educational units to solve educational problems and to disseminate effective educational practices.
>
> 4. Exemplify in its own programs the practices and behaviors which it explicates and advocates.
>
> 5. Enhance the capacity of the teaching profession to provide equal educational opportunity for all segments of the culture.

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[4] University of Houston Central Campus Bulletin, College of Education, 1979-1980 Issue, pps. 13-14.

The University of South Carolina

The objective of the teacher preparation program are as follows:[5]

> The College of Education is a professional school whose chief responsibility is the preparation of teachers, administrators, supervisors and specialists for elementary schools, secondary schools, and higher education. Its programs of professional training are accredited by the National Council for Accreditation of Teacher Education. Because of the Council's exacting standards, more than half of the states in the United States now recognize graduation from a Council-accredited institution as the basis for issuing licenses to out-of-state persons who wish to teach in their schools.
>
> In addition to its basic task of providing professional education at the undergraduate and graduate levels, the College of Education regularly undertakes research projects contributing to improvement in the teaching process and to increased effectiveness of public education in general. It publishes a bulletin (The University of South Carolina Education Report), monographs, and conferences planned specifically for the staffs of elementary and secondary schools; often these are cooperative efforts with the State Department of Education and other educational agencies.
>
> The College also operates a number of bureaus and clinics developed to augment its academic programs and to provide specialized services to the educational community.

Texas Southern University

The specific objectives of the School of Education of Texas Southern University are to prepare and/or develop teachers and other school personnel who have:[6]

1. A knowledge of major field and related fields of inquiry and the ability to use this knowledge in explaining the realities of life today.

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[5] University of South Carolina Bulletin, 1978-79 Undergraduate and Graduate Studies, p. 68 U.

[6] Texas Southern University Bulletin, School of Education, 1977-79, pp. 1-2

2. A knowledge of instructional materials, new technology, and skill in recognizing and utilizing instructional tools most suitable for specific purposes.

3. A knowledge of the social issues relevant to education and living in a pluralistic and international society with the competence necessary to translate these into instructional action as teacher-citizens as well as teacher-scholars.

4. An understanding of the learner and the learning process and the ability to translate these into appropriate teaching behavior in acting and interacting with students.

5. An appreciation of the values and feelings essential for working with young people and with colleagues and the capacity to develop emphathetic relationships in a wide variety of professional and social roles in the school and community.

6. The necessary skills required of the positions and roles for which they are preparing.

7. The necessary skills and abilities for researching, designing, and conducting educational programs; both of a theoretical and applied nature that will bear significantly upon education for the present and the future.

8. An understanding of the knowledge and skills necessary to evaluate and assess educational programs.

9. An awareness of the need to be alert to and critical of the existing and expanding programs and activities in the School of Education and in teacher education.

10. The preparation in knowledge, skills, understandings, and appreciations that renders the teacher capable of effectively teaching students from various ethnic and cultural backgrounds.

WHAT IS THE PHILOSOPHY FOR MULTICULTURAL EDUCATION ?

Cleveland State University

According to the Director of the Multicultural Education Center:

"Multicultural education is to endorse the principle that there is no one model American. To endorse cultural pluralism is to understand and appreciate the differences that exist among the nation's citizens. It is to see these differences as a positive force in the continuing development of a society which professes a wholesome respect for intrinsic worth of every individual." (Excerpts from "A Statement on Multicultural Education by the American Association of Colleges for Teacher Education.)

South Carolina State College

There is no written statement of a philosophy for multicultural education at this time.

University of Houston

The Multicultural Education Program at the University of Houston attempts to operationalize the following quoted excerpts from the AACTE statement, "No One Model American":

...Multicultural Education recognizes cultural diversity as a fact of life in American Society, and it affirms that this cultural diversity is valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism.

Multicultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective teachers...

University of South Carolina

The College of Education of the University of South Carolina has formulated a position statement on multicultural education which includes the following:

7

Multicultrual education is an attempt to establish a balanced, fair, and unbiased representation of America's culturally pluralistic society. The myths surrounding the concept of multicultural education need to be dispelled among educators and the public. It is not an attempt to teach or promote ethnic, racial, or cultural superiority; neither is

it an attempt to teach dominance.

> In school settings, multicultural education promotes a mutual respect and awareness for differences in ethnic, racial, and cultural backgrounds of Americans. It is a process in which both the teacher and learner are assisted in the identification and clarification of values relating to all people. Through multicultural education, teacher and learner develop respect and appreciation for individuals whose ethnic, racial, or cultural backgrounds may differ from their own.
>
> Multicultural education provides both teacher and learner with tne necessary skills, according to James A. Banks, "...to function more effectively within their own ethnic culture, within the wider common culture, and within their ethnic communities." As a teaching-learning process which recognizes and values cultural pluralism, multicultrual education honors the diversity of culture and promotes the philosophy that the school curriculum should reflect and respond accordingly.

Texas Southern University

While Texas Southern University had no formal statement of philosophy for multicultural education, its central focus was on the urban population, multicultural and multiracial, and Global Outreach.

WHAT MULTICULTURAL EDUCATION COMPETENCIES DO THE TEACHER EDUCATION PROGRAM SEEK TO DEVELOP?

Cleveland State University

Included in the multicultural education competencies which the teacher education program at Cleveland State University seeks to develop are the following:

1. To become aware of the concept of a Pluralistic Society.
2. To become aware of the ethnic composition in the city of Cleveland.
3. To participate in a cultural tour of the city of Cleveland that involves visiting the religious, cultural, and food establishments of the ethnic neighborhoods.

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7 College of Education, University of South Carolina-Columbia, Position Statement-Multicultural Education. 1979.

4. To understand the role of an Ethnic Heritage and Language School by becoming familiar with the purpose of its program.

5. To identify the various cultural groups within the participant's own classroom.

6. To explore attitudes and feelings about the participants' own ethnicity as well as others.

7. To identify stereotypes that promote negative attitudes towards persons of various cultural groups.

8. To discuss the effects of stereotypes on teacher behavior, relationships, and expectations in the classroom.

9. To examine classroom materials for stereotypes.

10. To become acquainted with the Anthropologist's view of culture and techniques for studying a culture.

11. To receive correct information about and exposure to four specific cultures.

12. To discuss classroom strategies for looking at a culture.

13. To become acquainted with materials and resources available for multicultural understanding.

14. To develop a unit on any culture(s) that can be utilized in the classroom based upon the insights gained in the institute.

South Carolina State College

The program is still in the planning stage. A course in multicultural education is planned at the undergraduate level and another one is planned for the graduate level. The Spring Semester 1980 is the scheduled date of implementation.

University of Houston

According to Dr. H. Prentice Baptiste, Jr., Chairperson, Multicultural Education Program at the University of Houston, "the teacher for multicultural education should demonstrate the abiltiy to:"[8]

1. develop a rationale or model for the development/implementation of a culturally pluralistic curriculum within the K-12 school and be

able to defend it on a psychological, sociological, and cultural basis.

2. demonstrate a basic knowledge of the contributions minority groups in America to all mankind.

3. demonstrate a knowledge of the cultural experience in both a contemporary and historical settings (i.e. life styles, customs, institutions, etc.) of any two groups (Afro American, Mexican-American, Native-American, or Oriental.)

4. identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction.

5. acquire, evaluate, adapt, and develop materials appropriate to the multiculture classroom.

6. critique an educational environment to the extent of the measurable evidence of the environment representing a multicultural approach to education.

7. develop and implement an instructional module using strategies and materials that are multicultural/multiethnic/multiracial in character.

8. Assess relevance and feasibility of existing models that afford groups a way of gaining inclusion into today's society.

9. recognize potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program of testing for the learner.

10. demonstrate a thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.

University of South Carolina

The University of South Carolina sought to develop three broad types of multicultural competencies: (1) awareness, (2) understanding and (3) respect for cultural differences.

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[8] H. Prentice Baptiste, Jr.; Multicultural Education Evolvement at the University of Houston: A Case Study in Pluralism and the American Teacher; Edited by Frank H. Klassen and Donna M. Gollnick, Ethnic Heritage Center for Teacher Education of the American Association of Colleges for Teacher Education; 1977.

Texas Southern University

The teacher education program at Texas Southern University sought to develop the following multicultural education competencies:[9]

1. Share the responsibility for development of a productive social and academic climate as the semester progresses.

2. Define the curriculum process and build a rationale for the obligation to incorporate multicultural components into curricula experiences/content in a democratic and culturally pluralistic society.

3. Articulate your philosophy related to a) the learner; b) the ideal climate for learning; c) societal expectations of schools; d) the sources of curriculum; and e) your role in curriculum decision-making.

4. Indicate how Competency-Based Education can serve to enhance or inhibit the processes of multiculturalizating curriculum.

5. Articulate definition of selected concepts central to an adequate understanding of multicultural and multi-ethnic phenomena.

6. Generate basic assumptions in multicultural programs that are congruent with basic assumptions in a democratic society.

7. Identify some of the major issues in cultural and ethnic patterns of communication that impact of learning. These include verbal, nonverbal, and transracial dimensions of communication.

8. Delineate a set of criteria for selection and use of multicultural resources for teaching.

9. Develop awareness of the need to use consciously established criteria in the conceptualization and designing of multicultural teaching aids.

10. Articulate a knowledge of the indices that contribute to success/failure of students in our multicultural society. These include teacher

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[9] Course Outline. Multicultural Education. Education 551, School of Education. Texas Southern University. Dr. Claudette Merrell Ligons, Facilitator. 1979.

attitude, cultural bias in testing, teacher knowledge and knowledge and responsiveness to the diversity in life styles, communication patterns, income levels, values among other variables.

11. Generate ideas for the use of Roots as an intercultural set of learning experiences that may be incorporated into particular segments of the established curriculum.

12. Develop a multicultural resource folder to be used on an on-going basis in your class. These may be newspaper clippings, magazine articles, pictures, small scale bulletin boards, etc.

13. Design a multicultural teaching aid to be used as an introduction, complement, support of culminating part of given lesson.

14. Complete a community analysis field study of the school community in which you serve and present a summary of findings to the class.

WHAT IS THE PROGRAM DESIGN FOR MULTICULTURAL EDUCATION?

All of the institutions used at least one or some combination of the following: courses, components, modules, field experiences, workshops, and institutes.

IN WHAT COURSES ARE COMPONENTS, MINI-COURSES, OR FIELD EXPERIENCES USED?

In general, the institutions used components, mini-courses or field experience or some combination in a particular course on multicultural education and/or professional courses in the teacher preparation program.

DID THE STATE DEPARTMENT OF EDUCATION CERTIFICATION DIVISION OR OTHER APPROPRIATE BODIES HAVE A POLICY ON MULTICULTURAL EDUCATION WHICH HAD AN IMPACT ON YOUR TEACHER PREPARATION PROGRAM?

The Ohio State Department of Education had mandated human relations training for teacher certification, effective 1980. Such mandate has impacted teacher training in the State of Ohio. The 1972 revised Standards for Teacher Education and Certification of the Texas Education Agency provided an impetus for a multicultural emphasis in the preparation of teachers by institutions of higher learning in Texas. Other institutions such as the University of South Carolina and South Carolina State College are affected by the

multicultural education standard adopted by the National Council for Accrediataion of Teacher Education, effective January 1, 1979.

WHAT ARE THE MAJORS OF STUDENTS WHO ARE INVOLVED IN THE MULTICULTURAL EDUATION PROGRAM?

In general, students who are preparing to be teachers are enrolled in multicultural education courses.

WHAT IS THE UNDERGRADUATE TEACHER EDUCATION ENROLLMENT?

Cleveland State University

The undergraduate teacher education enrollment was not available at Cleveland State University. However the total student body enrollment is as follows:

118 non-resident alien (Foreign Students)
1,819 Blacks
14 American Indians
67 Asians or Pacific Islanders
15,230 Caucasians

South Carolina State College

The undergraduate teacher education enrollment is 1,025. Of this number, 98% are Blacks and 2% are other minorities. There are no Indians nor Mexican Americans.

University of Houston

The estimated enrollment of the University of Houston is 30,000. Of this number, it is estimated that the undergraduate teacher education enrollment ranges from 3-4000 with Mexican Americans constituting from 10-15%: Indians, less than 1% and Blacks from 15-20%.

University of South Carolina

The University of South Carolina System had an enrollment of 34,000 students for the 1978-79 year. Of these, there are 22,000 enrolled at the Columbia Campus. The College of Education had 1200 undergraduate and 1500 graduate full time students. The College of Education faculty consists of 120. The student population consists of some Mexican Americans, some Indians, some Blacks, and some Asian Americans.

Texas Southern University

Texas Southern University has a student enrollment of 8000. Of this number 2000 are students from 50 different countries. There are 6000 black student. Also, there are some Mexican-Americans.

WHAT IS THE FUTURE OF MULTICULTURAL EDUCATION AT YOUR INSTITUTION?

Cleveland State University

The future of multicultural education at Cleveland State University is one of growth and development. There is the need to continue to expand the network through personal contactc (telephone, site-visits, publicity) and research. It is planned to make Multicultural Education Day an annual event. Other projections include the initiation of a conference on multicultural education, increase involvement in cooperative efforts with those groups desiring help in developing various projects dealing with multicultural education, and continued efforts in faculty development. Future needs consist of funding for expanded services, additional staff, larger quarters, additional telephone lines, and a full-time director for the Multicultural Education Center.

South Carolina State College

The future is excellent. Through phases of unfoldment, the multicultural education program should be able to move into the area of Multicultural/International Education at both the undergraduate levels. Additionally, inservice training will be provided for experienced teachers.

University of Houston

At the University of Houston, the future of multicultural education appears very promising. Future goals include the following: (1) more effective monitoring system for determining the pervasiveness of the philosophy of cultural pluralism in the undergraduate competency based teacher education program, (2) greater emphasis on "domestic cross-cultural research," and (3) development of an evaluation system which will assist in determining the effectiveness of the undergraduate multicultural programs. In spite of several basic problems which continually plague multicultural education programs it is here to stay.

University of South Carolina

Multicultural education at the University of South Carolina

is alive and well. Its future is one of expansion. The basic approach is to integrate multicultural education into the existing professional courses in the teacher preparation program. Additionally, a special course on multicultural education is in the developmental stage. The Early Childhood Education Laboratory provides a meaningful experience for prospective teachers to work with children and families of various ethnic and cultural backgrounds. Other innovative practives are in the planning stage in the Department of Early Childhood Education.

Texas Southern University

At Texas Southern University, multicultural education will continue to grow and develop. One of the goals is to seek endorsement (certification). Continual adminstrative and faculty support is anticipated. Some funding from Teacher Corp projects will enable the University to achieve its excellence in multicultural education.

PART III: CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

An analysis of the data reveals the following conclusions and implications relative to the selected institutions with outstanding teacher preparation programs designed to enhance the desegregation process through multicultural programming.

CONCLUSIONS RELATED TO THE EARLY EVOLVEMENT OF THE MULTICULTURAL EDUCATION PROGRAMS WERE:

1. Generally, the majority of the programs were begun within the last four years.

2. The programs were in response to mandates from the State Department of Education Certification Division and the recently adopted multicultural education standard by the National Council for Accreditation of Teacher Education.

3. In general the programs struggled through various stages after initiation by individual faculty members.

4. A committee, council or advisory board was established to provide leadership.

5. Short range goals ranged from offering a course on multicultural education to the establishment of a Multicultural Education Center and/or offering of Masters' and Doctors' degrees in multicultural education, within a Department of Curriculum and Instruction in a College of Education.

6. Long range goals included the offering of more courses on multicultural education, the expansion of the Multicultural Education Center, securing more financial support and the total integration of multicultural processes within the College of Education in particular and the University in general.

7. Difficulties encountered included some faculty resistance to change, racism, negative attitudes, and inadequate financial support.

8. Successes consisted of the establishment of a multicultural education program area, a Multicultural Education Center, course offerings in multicultural education, some integration of multicultural processes in existing courses, and the formation of some linkage among the faculty of the Colleges of Education and faculty in other disciplines.

9. Financial support generally came from "soft money" such as Teacher Corp, grants, and some hard money from the universities. Data on the approximate annual costs were not available.

10. Generally, there was administrative and faculty support although inadequate at times.

CONCLUSIONS RELATED TO DESCRIPTIONS OF THE CURRENT MULTICULTURAL EDUCATION PROGRAM:

1. The majority of the institutions had a wide variety of objectives for the teacher preparation program focusing on mission and purpose.

2. Generally, the philosophy of multicultural education was based on the American Association of College of Teacher Education statement of "No One Model American."

3. There was considerable commonality among the multicultural education competencies which the teacher education programs sought to develop.

4. The program design for multicultural education included courses, components, modules, units, mini-courses, field experiences, workshops, and institutes.

5. In general, components, modules, units, mini-courses, and field experiences were incorporated into existing courses. Workshops and institutes were used for the inservice education of experienced teachers.

6. State Department of Education Certification Division and the National Council For Accreditation of Teacher Education provided impetus for the initiation and expansion of multicultural education.

7. Generally, the students enrolled in multicultural education programs were those enrolled in the teacher preparation program.

8. Data for undergraduate teacher education program enrollments was not available for most of the institutions. However, the institutional total enrollment ranged from 4,000 to 30,000 with a wide diversity of ethnic and cultural diversity in the general university student population.

9. The future of multicultural education has been described as "promising," "excellent," "up and coming," and "it's her to stay."

IMPLICATIONS

The conclusions of this study should serve as a frame-of-reference for institutions which plan to initiate or expand a multicultural education program. Since the desegregation process is an integral part of multicultural education programming, a continuous effort must be made to disseminate the findings and conclusions of this investigation and to conduct further research of problems related to teacher preparation for desegregated settings.

RECOMMENDATIONS

For those institutions desiring to establish teacher preparation programs designed to enhance the desegregation process through multicultural programming, it is recommended that:

1. An examination be made of any multicultural education standards mandated by State Departments of Education Certification Division and/or National Council for Accreditation of Teacher Education.

2. A philosophy of multicultural education be formulated.

3. A review be made of existing teacher education program objectives.

4. Multicultural processes be incorporated into teacher education program objectives.

5. A committee, council, or advisory board be established to provide leadership for multicultural education.

6. Short and long range goals be identified.

7. Creative strategies be designed for overcoming difficulties encountered such as faculty resistance to change, negative attitudes, racism, and inadequate administrative and financial support.

8. Education College faculties establish linkages with faculties in other disciplines.

9. Exploration be made of possible sources of financial support such as Teacher Corps, grants, etc. and "hard money" from the university/college.

10. A review be made of the listing of multicultural education competencies for teacher preparation programs.

11. In program designing, consideration be given to the following: courses, components, modules, units, minicourses, field experiences, workshops, and institutes.

12. Multicultural education be made available for all students enrolled in teacher preparation programs.

13. A Learning Resource Center be established for multicultural education materials or that such materials be placed in existing instructional resource centers.

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APPENDIX A: INTERVIEW GUIDE FOR INSTITUTIONS WHICH HAVE OUTSTANDING TEACHER PREPARATION PROGRAMS DESIGNED TO ENHANCE THE DESEGREGATION PROCESS THROUGH MULTICULTURAL PROGRAMMING.

INTERVIEW GUIDE FOR INSTITUTIONS WHICH HAVE OUTSTANDING TEACHER PREPARATION PROGRAMS DESIGNED TO ENHANCE THE DESEGREGATION PROCESS THROUGH MULTICULTURAL PROGRAMMING.

College/University_____

Contact Person_____

Title/Rank_____

Address_____
Street

_____
City State Zip

PART I

THE EARLY EVOLVEMENT OF THE
MULTICULTURAL EDUCATION PROGRAM

1. When did your multicultural education begin?

2. Why did it begin?

3. Did it evolve through various stages? (Explain)

4. Was a committee council, etc. established to provide leadership activities? (Explain)

5. Were there short range goals for multicultural education during its early development?

6. Were there long range goals for multicultural education during its early evolvement?

7. What difficulties did you encounter?

8. What success have been achieved?

9. What were the sources of financial support and approximate annual costs?

10. To what extent did the administration and faculty support the program?

11. To what extent did the faculty need training in multicultural education? (Explain)

OTHER INFORMATION RELATED TO THE EARLY EVOLVEMENT OF THE MULTICULTURAL EDUCATION PROGRAM

PART II

A DESCRIPTION OF THE CURRENT
MULTICULTURAL EDUCATION PROGRAM

12. What are the objectives of the teacher preparation program?

13. What is the philosophy for multicultural education?

14. What multicultural education competencies do the teacher education program seek to develop? (Explain)

15. What is the program design for multicultural education? (For Example: Courses - Components - Mini-courses - Field experience)

16. In what courses are components, mini-courses, or field experiences used?

17. Did the State Department of Education Certification Division or other appropriate bodies have a policy on multicultural education which had an impact on your teacher preparation program? (Explain)

18. What are the majors of students who are involved in the multicultural education program? (Explain)

19. What is the undergraduate teacher education enrollment?
_____

20. How many undergraduate students are Mexican Americans?
_____ Indians?_____ Blacks?_____
Other minorities?_____

21. What is the future of multicultural education at your institution? (Explain)

OTHER INFORMATION ABOUT THE CURRENT MULTICULTURAL EDUCATION PROGRAM

The interviewer would like to visit any classes, if possible, where multicultural education concepts are taught. Additionally, any printed materials pertaining to your multicultural education program will be deeply appreciated.

APPENDIX B: CLEVELAND STATE UNIVERSITY INSTRUCTIONAL GUIDES OR OTHER MATERIALS.

Junior High and High School

MULTICULTURAL BIBLIOGRAPHY

American Heritage
BOOK OF INDIANS; ed. by Josephy

Angelou, Maya
SINGIN' AND SWINGIN' AND GETTIN' MERRY LIKE CHRISTMAS

Aronson, Elliot
SOCIAL ANIMAL

Ashley-Montagu, M. F.
THE PREVALENCE OF NONSENSE

Atwood, M. S.
A TASTE OF INDIA

Austin, P. B.
THE SWEDES: HOW THEY LIVE AND WORK

Bailey, Pearl
HURRY UP- AMERICA, & SPIT

Baritz, Loren, comp.
THE CULTURE OF THE TWENTIES

Bauer, Yehuda
MY BROTHER'S KEEPER

Beard, A. E. S.
OUR FOREIGN-BORN CITIZENS 6th ed.

Bennett, Lerone
BEFORE THE MAYFLOWER; A HISTORY OF BLACK AMERICA

Berlin, Ira
SLAVES WITHOUT MASTERS

Bernard, Jessie S.
MARRIAGE AND FAMILY AMONG NEGROES

Brasch, Rudolph
HOW DID IT BEGIN?

Brown, D. A.
BURY MY HEART AT WOUNDED KNEE

Carr, Bessie
GOURMET'S GUIDE TO JEWISH COOKING

Carroll, J. T.
THE FRENCH; HOW THEY LIVE AND WORK

Casselman, B. J.
CRAFTS FROM AROUND THE WORLD

Dicks, T. R. B.
THE GREEKS; HOW THEY LIVE AND WORK

Dormon, James H.
AFRO-AMERICAN EXPERIENCE

DuBois, W. E. B.
THE SOULS OF BLACK FOLK

Frazier, E. F.
THE NEGRO FAMILY IN THE UNITED STATES

Giobbi, Edward
ITALIAN FAMILY COOKING

Goldberg, Larry
GOLDBERG'S PIZZA BOOK

Griffin, J. H.
BLACK LIKE ME

Haley, Alex
ROOTS

Handlin, Oscar
THE AMERICANS

Handlin, Oscar
THE UPROOTED 2nd ed.

Hechinger, Fred M.
GROWING UP IN AMERICA

Hoff, Rhoda
AMERICA'S IMMIGRANTS

Hutchinson, R. S.
THE PENNSYLVANIA DUTCH COOK BOOK

Huthmacher, J. J.
THE NATION OF NEWCOMERS

Iorizzo, Luciano J.
THE ITALIAN-AMERICANS

Jones, Maldwyn Allen
DESTINATION AMERICA

Kennedy, J. F., Pres. U. S.
A NATION OF IMMIGRANTS

La Farge, Oliver
PICTORIAL HISTORY OF THE AMERICAN INDIAN

Lester, Julius
BLACK FOLKTALES

Life International
NINE WHO CHOSE AMERICA

Marden, C. F.
MINORITIES IN AMERICAN SOCIETY

Marett, Robert H. K.
MEXICO

Marriott, A. L.
AMERICAN EPIC

Meyer, Edith Patterson
"NOT CHARITY, BUT JUSITCE"

Moore, Joan W.
MEXICAN AMERICANS

Morton, William S.
THE JAPANESE; HOW THEY LIVE AND WORK

Musmanno
THE STORY OF THE ITALIANS IN AMERICA

A NATION OF NATIONS

Ortiz, Elisabeth Lambert
THE COMPLETE BOOK OF JAPANESE COOKING

Parker, William H.
THE RUSSIANS; HOW THEY LIVE AND WORK

Ranke, Kurt, ed.
FOLKTALES OF GERMANY

Richardson, Ben Albert
GREAT BLACK AMERICANS

Russell, V. Y.
INDIAN ARTIFACTS

Sewell, Elizabeth
BARRECUE COOKBOOK

Shannon, W. V.
THE AMERICAN IRISH

Sheed, W.
MUHAMMAD ALI

Sheridan, Monica
THE ART OF IRISH COOKING

"Sunset Magazine"
Mexican Cookbook

Truman, Margaret
WOMEN OF COURAGE

Waldo, Myra
INTER-CONTINENTAL GOURMET COOKBOOK

Wytrwal, J. A.
THE POLES IN AMERICA

The list below was compiled by:
Dr. Antoinettee Wiggins
Cleveland State University

Sports and Games

SPORTS AND GAMES THE INDIANS GAVE US by Alex Whitney

GAMES, GAMES, GAMES, JUEGOS, JUEGOS, JUEGOS (Chicano Children at Play) by Ruben Sandoval and David Strick

Arts and Crafts

AFRICAN CRAFTS FOR YOU TO MAKE by Janet and Alex D'Amato

AFRICAN CRAFTS by Jane Kerina

PAPERFOLDING TO BEGIN WITH by Florence Temko and Elaine Simon

ACTIVITIES AND PROJECTS: INDIA by Claude Soleillant

ACTIVITIES AND PROJECTS: MEXICO by Claude Soleillant

ESKIMO CRAFTS AND THEIR CULTURAL BACKGROUND
by Jeremy Comins

RICE CAKES AND PAPER DRAGONS by Seymour Reit

CRAFTS OF MEXICO by Chloe Sayer

THE YOU AND ME HERITAGE TREE by Phyllis and Noel Fiarotta

JEWISH HOLIDAY CRAFTS by Joyce Becker

FOLK TOYS AROUND THE WORLD (And How to Make Them)
by Joan Joseph

LATIN AMERICAN CRAFTS AND THEIR CULTURAL BACKGROUND
by Jeremy Comins

CRAFTS AND TOYS FROM AROUND THE WORLD by Arden Newsome

Songs & Dances

SONGS AND STORIES OF AFRO-AMERICANS by Paul Glass

FOLK SONGS OF JAPANESE CHILDREN by Donald Berger

SONGS AND STORIES OF THE NORTH AMERICAN INDIANS
by Paul Glass

EL TORO PINTO AND OTHER SONGS IN SPANISH by Anne Rockwell

SONGS OF THE CHIPPEWA by John Bierhorst

AMERICAN INDIAN DANCES by John Squires and Robert McLean

ESKIMO SONGS AND STORIES by Edward Fiels

A FIESTA OF FOLK SONGS FROM SPAIN AND LATIN AMERICA
by Henrietta Yurchenco

Plays

PLAYS FROM AFRICAN FOLKTALES by Carol Korty

PLAYS FROM FOLKTALES OF AFRICA AND ASIA by Barbara Winther

Poetry

COPLAS - FOLK POEMS IN SPANISH AND ENGLISH
collected by Toby Talbot

BIRDS, FROGS, AND MOONLIGHT Haiku translated by Sylvia Cassedy and Kunihiro Suetake

MY BLACK ME (A Beginning Book of Black Poetry)
edited by Arnold Adoff

EGO-TRIPPING by Nikki Giovanni

CRICKET SONGS (Japanese Haiku) translated by Harry Behn

MANY WINTERS (Prose and Poetry of the Pueblos)
By Nancy Wood

THE TREES STAND SHINING (Poetry of the North American Indians)
selected by Hettie Jones

Poetry (continued)

BLACK IS THE COLOR by Ruth Duckett Gibbs

ON OUR WAY (Poems of Pride) selected by Lee B. Hopkins

Folklore

ONCE IN PUERTO RICO by Pura Belpre

FAVORITE FAIRY TALES TOLD IN ITALY by Virginia Haviland

THE ADVENTURES OF AKU (African) by Ashley Bryan

AFRICAN VILLAGE FOLKTALES by Edna Mason Jaula

THE KNEE-HIGH MAN by Julius Lester

LAZY STORIES (Japan, Mexico and Laos) retold by Diane Wolkstein

WHO'S IN RABBIT'S HOUSE? by Verna Aardema

STREGA NONA by Tomie de Paola

JOHN HENRY by Ezra Jack Keats

BLACK FOLKTALES by Julius Lester

ANASI THE SPIDER by Gerald McDermott

THE GOLEM by Beverly Brodsky McDermott

Stories

THE GOAT IN THE RUG by Charles Blood and Martin Link

ONLY THE NAMES REMAIN (The Cherokees and the Trail of Tears) by Alex Bealer

WATCH OUT FOR THE CHICKEN FEET IN YOUR SOUP by Tomie de Paola

Lifestyles and Contributors

THE TAOS INDIANS AND THEIR SACRED BLUE LAKE by Marcia Keegan

SHERMAN (A Chinese American Child) by Joe Molnar

MY HOUSE IS YOUR HOUSE by Rafael V. Martinez

Lifestyles and Contributors (continued)

GRACIELA (A Mexican-American Child) by Joe Molnar

I LOVE MY GRANDMA by Steven Palay

THIS IS MY FATHER AND ME by Dorka Raynor

CHILD OF THE NAVAJOS by Seymour Reit

TINKER AND THE MEDICINE MAN (Navajo) by Bernard Wolf

Contributions

FAMOUS MEXICAN AMERICANS by Clarke Newlon

HEROES OF PUERTO RICO by Jay Tuck and Norma Vergara

History (Series)

EARLY AMERICA 1492-1812 by William Katz

SLAVERY TO CIVIL WAR 1812-1865 by William Katz

Memoirs

TOUCH THE EARTH - A SELF PORTRAIT OF INDIAN EXISTENCE
compiled by T. C. McLuhan

TALES OF THE ELDERS (A Memory Book fo Men and Women Who Came to America As Immigrants 1900-1930) by Carol Ann Bales

Roots

MY BACKYARD HISTORY BOOK by David Weitzman

Biography

LANGSTON HUGHES, American Poet by Alice Walker

ISAMU NOGUCHI by Tobi Tobias

ANNIE WAUNEKA by Mary Nelson

OSCEOLA SEMINOLE LEADER by Ronald Syme

NANCY WARD, CHEROKEE by Harold Felton

FROM SLAVE TO ABOLITIONIST: THE LIFE OF WILLIAM WELLS BROWN
by Lucille Schulberg Warner

Biography (continued)

MARY McLEOD BETHUNE by Eloise Greenfield

PATRICK DESGARLAIT: THE STORY OF AN AMERICAN INDIAN ARTIST
by Neva Williams

Handwriting

CHINESE WRITING by Diane Wolff

Cooking

RICE, SPICE, AND BITTER ORANGES, MEDITERRANEAN FOODS AND FESTIVALS by Lila Perl

FOODS AND FESTIVALS OF THE DANUBE LANDS by Lila Perl

Festivals

A YEAR OF JAPANESE FESTIVALS by Sam and Beryl Epstein

THE FIRST BOOK OF HOLIDAYS by Bernice Burnett

HAPPY DAYS by Christine Price

THE HANUKKAH BOOK by Mae Shafter Rockland

MERRYMAKING IN GREAT BRITAIN by Margaret Chittenden

FIESTA TIME IN MEXICO by Rebecca nad Judith Marcus

INDIA CELEBRATES by Jane Werner Watson

PINATAS (Arts & Crafts) by Virginia Brock

WHAT IS THE MULTICULTURAL EDUCATION CENTER AT CLEVELAND STATE UNIVERSITY?

The Muticultural Education Center, a resource center, was opened in the Fall Quarter of 1977 by the College of Education. One of a few Centers in the United States it is the first in the Greater Cleveland area. Currently it is operating on limited resources from the College of Education.

The Center plans the following:

..To organize an informational network of university and community resources pertaining to multicultural education. An opportunity to initiate dialogue through participation by individuals from various ethnic communities will be provided. These individuals will be able to serve as advisors, consultants and resource personnel.

..To present workshops, seminars and courses on multicultural education at the public school in-service level as well as for community agencies.

..To develop a multicultural curricular model for implementation within the College of Education at the pre-service level.

..To develop, implement, and evaluate curricular materials for use by professionals, students, and community agencies and organizations.

..To aid and encourage educational systems to engage in multicultural activities and exchanges.

..To sponsor and initiate local, regional, and national conferences on all phases of ethnicity and offer appropriate facilities and assistance for these meetings.

WHAT INFLUENCE WILL IT HAVE?

The Multicultural Education Center will be a valuable asset in promoting multicultural awareness at the local, regional, and state levels. Locally, in-service training on multicultural education could be provided for teachers, administrators, paraprofessionals, college educators, and community personnel. Also, multicultural educational experiences for area students could be arranged in the form of field trips, classroom speakers, and in-class activities. Various ethnic communities would be served through workshops specifically designed to meet their particular needs.

At the regional and state levels, the Multicultural Education Center will act as a clearinghouse for multicultural materials received. It will also design and organize periodic conferences and workshops dealing with general and specific topics on cultural pluralism.

HOW CAN WE HELP YOU?

The Multicultural Education Center:

--can provide information about multicultural resources and offerings here at the University and in the Greater Cleveland area.

--can provide specialized bibliographies on various cultural groups.

--can provide names of speakers, consultants, community resource people, agencies, and organizations related to multicultural concerns.

--can provide information about multicultural tours

--can develop workshops, seminars, and courses to fit the needs of school systems or communities.

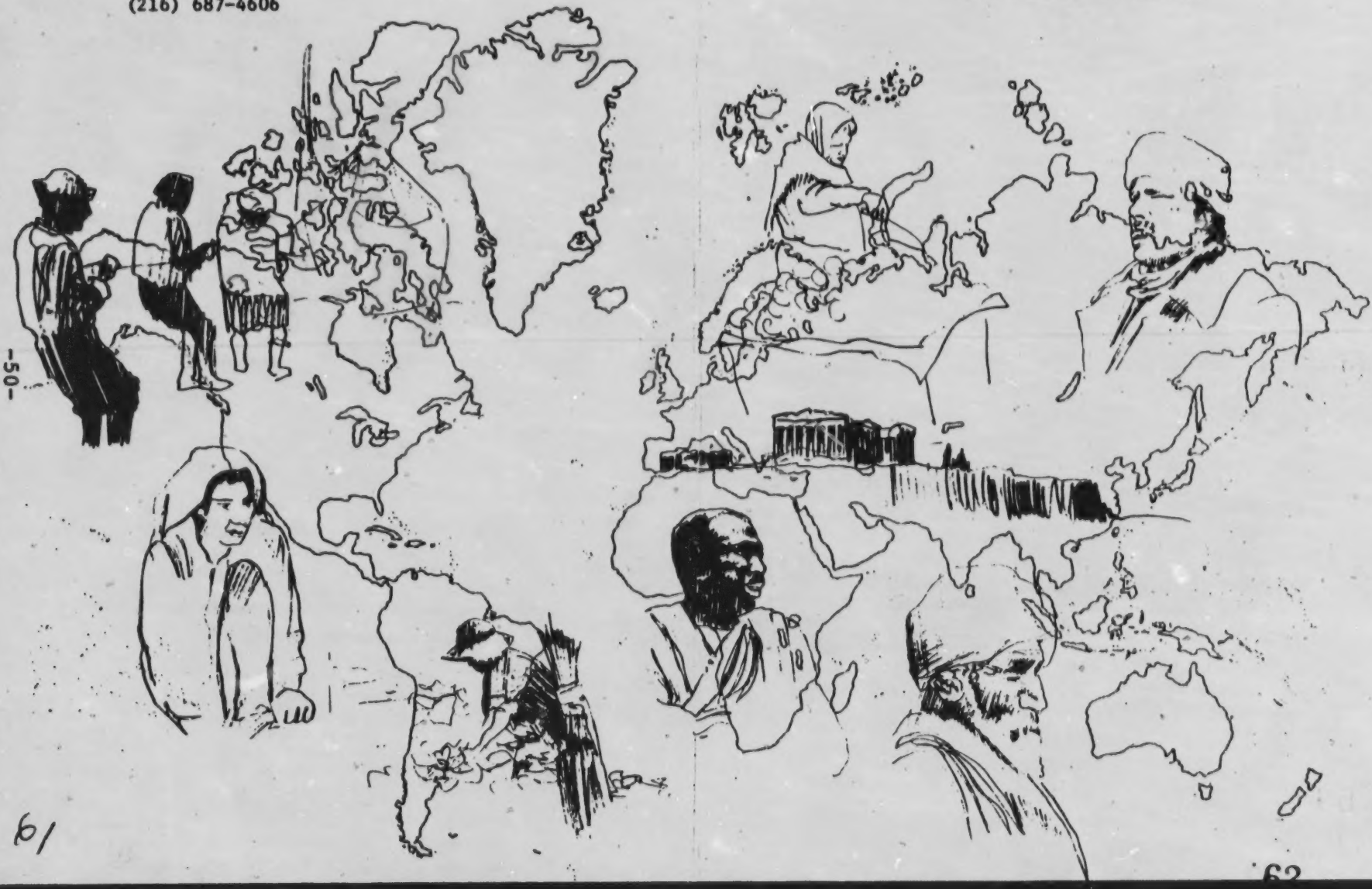
--can provide facilities and assistance for school or community initiated meetings, conferences, etc. on multicultural education.

--can provide current information about new trends and materials in multicultural education.

For further information on imput, please contact

Dr. Antoinette Wiggins, Director
Multicultural Education Center
College of Education
Cleveland State University
Cleveland, Ohio 44115
(216) 687-4606

mec
Multicultural
Education Center



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MULTICULTURAL EDUCATION DAY

Thursday, April 5, 1979

DISPLAYS	UC CAGE 11:00 a.m. - 9:00 p.m.
FILMS	UC 109 11:00 a.m. - 6:00 p.m.
STORYTELLING	UC - Kiva
Ms. Earnestine Simmons	11:30 a.m. - 12:15 p.m.
Mrs. Dorothy deWit	1:30 p.m. - 2:00 p.m.
Ms. Roger Mae Johnson	2:15 p.m. - 3:00 p.m.
SPECIAL PRESENTATIONS	UC 110
Dr. Ishwar Sharma	12:30 p.m. - 1:30 p.m.
Ms. Annette Fromme	3:15 p.m. - 3:45 p.m.
PERFORMING GROUPS	UC Auditorium
Stephen E. Howe School	12:45 p.m. - 1:15 p.m.
Kenneth Clement School	1:20 p.m. - 1:50 p.m.
RECOGNITION OF MULTICULTURAL EDUCATION CENTER	UC AUDITORIUM 2:00 p.m.
ETHNIC PERFORMING GROUPS	UC AUDITORIUM 7:30 p.m. - 9:00 p.m.

MULTICULTURAL EDUCATION DAY

April 5, 1979

Cleveland State University
University Center
1983 East 24
Cleveland, Ohio

Sponsored by:

Multicultural Education Center

&

Department of Student Group Services

OFFICIAL RECOGNITION OF THE
MULTICULTURAL EDUCATION CENTER
UC AUDITORIUM
2:00 p.m.
Thursday, April 5, 1979

PRESIDING. . . . . Dr. Diana Jordan, Chair
Specialized Instructional Programs
College of Education

OFFICIAL WELCOME. . . . . .Dr. John Flower
FROM THE UNIVERSITY Provost/Vice President
of Academic Affairs

REMARKS:

Community Relations Board. . . . . .Mr. Paul Jackson

Ethnic Heritage Studies Program. . . . .Dr. Karl Bonutti

Black Studies Program. . . . . Prof. Curtis Wilson

Advisory Board President
Multicultural Education Center. . . . . Mr. Ken Kovach

SPEAKER:

Why Multicultural Education? . . . .Dean Richard McArdle
College of Education

PRESENTATION OF PROCLAMATION
BY THE CITY OF CLEVELAND. . . . . Mr. Joseph Stewart

ACKNOWLEDGEMENTS . . . . . .Dr. Antoinette Wiggins
Director, Multicultural
Education Center

ETHNIC PERFORMING GROUPS
UC AUDITORIUM
12:45 p.m. - 1:50 p.m.
Thursday, April 5, 1979

Mistress of Ceremonies. . . . . Mrs. Barbara Hertzing

1. Stephen E. Howe School Choir. . . . Ms. Edna Spencer

2. Kenneth Clement School. . . . . Mrs. Ann Harkness
Parade of Famous Blacks. . . . . Students
Oral Interpretation of an
African Poem. . . . . Mrs. Varina Riley
A Modern Dance. . . . . Students

* * * * * * * * *

ETHNIC PERFORMING GROUPS
UC AUDITORIUM
7:30 p.m. - 9:00 p.m.
Thursday, April 5, 1979

-52-

Master of Ceremonies. . . . . Mr. Ken Kovach

1. Jazz Musicians. . . . . Mr. William Gibson

2. Croatian Dances. . . . . Mrs. Kay Salopek

3. Polish Dances. . . . . Mrs. Marianna Golembiewska

4. Japanese Dance. . . . . Mrs. Harry Taketa

5. Lebanese Folklore. . . . . Mr. Ghazi Fadoul

6. Chinese Singing and Dancing. . . . . Mr. Li Ping Tang

7. Mexican-American. . . . . Mrs. Conchita M. Romero

8. Spanish Dance. . . . . Lauren Anita Corwin

9. Israeli Dances Mrs. Carole Kantor

THE CLEVELAND STATE UNIVERSITY
CLEVELAND, OHIO 44115

INSTRUCTIONAL MEDIA SERVICES

(216) 687-2055

To: Dr. Wiggins

From: Toni Birdsong, Instructional Media Software Specialist, Cleveland State University

Subject: The 16 mm films listed below have been selected specifically for the College of Education's Cultural Awareness Program at Cleveland State University. The suggested media is available for rental from the following distributor: Audio Visual Services, Kent State University, Kent, Ohio 44242. (216) 672-2072

ANTHROPOGEOGRAPHY — NORTH AMERICA
- THE APACHE INDIAN A1416 . . . s,c
- THE CANADIAN SHIELD: SAGUENAY REGION BC1806 . . . i,j,s,c,g
- CENTRAL AMERICA — CHANGING SOCIAL PATTERN BC1263 . . . j,s,c
- FRENCH INFLUENCES IN NORTH AMERICA A1545 . . . j,s
- GUATEMALA: NATION OF CENTRAL AMERICA BC1145 . . . i,j,s
- THE HOPI INDIAN A2077 . . . s,c
- THE ICE PEOPLE C2882 . . . i,j,s,c,g
- INDIAN FAMILY OF LONG AGO BC487 . . . i,j
- INDIANS OF EARLY AMERICA BC434 . . . i,j
- LIFE IN COLD LANDS (ESKIMO VILLAGE) A1677 . . . i,j
- MATTHEW ALIUK: ESKIMO IN TWO WORLDS BC2758 . . . i,j,s,c,g
- MEXICO: LAND AND THE PEOPLE CC1723 . . . i,j,s
- THE NAVAJOS — CHILDREN OF THE GODS BC2282 . . . i,j,s,c,g
- SPANISH INFLUENCE IN THE UNITED STATES A1857 . . . i,j,s,c,g

APACHE INDIANS
- JOHNNY FROM FORT APACHE BC2595 . . . i,j

APPALACHIAN REGION
- FOXFIRE BC2948 . . . j,s,c,g
- TODD: GROWING UP IN APPALACHIA BC2398 . . . i,j,s,c,g

CIVIL DEFENSE
- COMMIT OR DESTRUCT C2223 . . . j,s,c,g

CIVIL RIGHTS
- THE BILL OF RIGHTS IN ACTION: FREEDOM OF RELIGION BC2210 . . . i,j,s,c,g
- THE BILL OF RIGHTS IN ACTION: FREEDOM OF SPEECH BC2004 . . . j,s,c
- THE BILL OF RIGHTS IN ACTION: THE STORY OF A TRIAL BC2055 . . . i,j,s,g
- BILL OF RIGHTS OF THE UNITED STATES BC465 . . . j,s,c
- BLACK AND WHITE: UPTIGHT CC2636 . . . j,s,c,g
- THE CITIES: DILEMMA IN BLACK AND WHITE C2659 . . . j,s,c,g
- THE CITIES: TO BUILD THE FUTURE C2660 . . . j,s,c,g
- CIVIL RIGHTS MOVEMENT: HISTORIC ROOTS B1606 . . . j,s,c,g
- CIVIL RIGHTS MOVEMENT: MISSISSIPPI SUMMER PROJECT B1607 . . . j,s,c,g
- CIVIL RIGHTS MOVEMENT: THE NORTH B1600 . . . j,s,c,g
- CIVIL RIGHTS MOVEMENT: THE PERSONAL VIEW C2262 . . . s,c,g
- CIVIL RIGHTS MOVEMENT: THE SOUTH C2257 . . . j,s,c,g
- CLINTON AND THE LAW C1238 . . . i,j,s,c,g
- THE CONSTITUTION AND CENSORSHIP C1390 . . . s,c,sp
- THE CONSTITUTION AND MILITARY POWER C1391 . . . s,c,sp
- THE CONSTITUTION AND THE RIGHT TO VOTE C1389 . . . s,c,sp
- THE CONSTITUTION OF THE UNITED STATES B1152 . . . j,s,c
- CONSTITUTION: WITH LIBERTY AND JUSTICE FOR ALL C1277 . . . s,c,g
- DAY OF THANKSGIVING A691 . . . i,j,s,g
- DEMOCRACY: THE ROLE OF DISSENT BC2305 . . . j,s,c,g
- ENGLISH HISTORY: NINETEENTH CENTURY REFORMS BC809 . . . j,s,c
- EQUAL PROTECTION OF THE LAWS CC2451 . . . s,c,g
- EQUALITY UNDER LAW: THE CALIFORNIA FAIR HOUSING CASES B2301 . . . s,c,g
- EQUALITY UNDER LAW: THE LOST GENERATION OF PRINCE EDWARD COUNTY CC2474 . . . j,s,c,g
- FREE PRESS VS FAIR TRIAL BY JURY: THE SHEPPARD CASE C2652 . . . j,s,c,sp
- FREEDOM TO SPEAK — THE PEOPLE OF NEW YORK VS. IRVING FEINER CC2395 . . . j,s,c,g

DISCRIMINATION
- THE BILL OF RIGHTS IN ACTION: EQUAL OPPORTUNITY BC2560 . . . j,s,c,g
- THE EYE OF THE STORM C2738 . . . p,i,j,s,c,g
- WHY WE NEED EACH OTHER: OR, THE ANIMALS' PICNIC DAY AC3166 . . . p

EMIGRATION AND IMMIGRATION
- ELLIS ISLAND B2998 . . . j,s,c,g
- IMMIGRANTS IN THE CITY A3270 . . . s,c,g
- IMMIGRANTS IN THE 19TH CENTURY B2993 . . . j,s,c,g
- IMMIGRATION IN THE 20TH CENTURY B2999 . . . j,s,c,g

FOLKLORE, AFRICAN
- THE COW-TAIL SWITCH: A FOLKTALE OF AFRICA AC3137 . . . p,i
- THE RUG MAKER: A FOLKTALE OF AFRICA AC3152 . . . p,i

FOLKLORE, INDIAN
- THE LEGEND OF THE MAGIC KNIVES BC2587 . . . i,j,s
- SIOUX LEGENDS BC3004 . . . p,i,j,s,g

FOLKLORE, NEGRO
- A BLACK EXPERIENCE: NEGRO FOLKLORE CC2880 . . . i,j,s,g
- THE LEGEND OF JOHN HENRY: AN AMERICAN FOLKTALE AC3264 . . . p,i,j,s,c,g

HOUSING
- AT HOME, 2001 CC2285 . . . j,s,c,g
- EQUALITY UNDER LAW: THE CALIFORNIA FAIR HOUSING CASES B2301 . . . s,c,g
- FAMILIES AND SHELTERS: A HOUSE FOR THE HERNANDEZ AC2470 . . . p
- THE LIVING CITY C1216 . . . j,s,c
- PORTRAIT OF THE INNER CITY B1373 . . . c,sp
- SHELTER AC77 . . . i,j
- THE TENEMENT D71 . . . j,s,c,g

HUMAN RELATIONS
- AS THE ANIMATOR SEES US: FOIBLES AC3139 . . . i,j,s,c,g
- AS THE ANIMATOR SEES US: THE SATIRIC EYE BC2764 . . . j,s,c,g
- BLUE LIKE AN ORANGE: PUPPETS OF ORIENT AND OCCIDENT CC2579 . . . j,s,c,g
- THE DEHUMANIZING CITY...AND HYMIE SCHULTZ BC2600 . . . j,s,c
- DESPITE MAN'S DIFFERENCES CC2824 . . . j,s,g
- A DREAM ABOUT A HOUSE BC2976 . . . j,s,c,g

THE EYE OF THE STORM C2738 . . . . . p,i,j,s,c,g
IS IT ALWAYS RIGHT TO BE RIGHT? AC2923 . . . . . j,s,c,g
IT'S MY DECISION AS LONG AS IT'S WHAT YOU WANT BC2906 . . . . . i,j
IT'S MY HOBBY BC2910 . . . . . j,s,c
IT'S NOT FAIR BC2909 . . . . . j,s,c
LONELINESS...AND LOVING BC2601 . . . . . j,s,c
MENDING WALL AC3093 . . . . . i,j,s
SPACES BETWEEN PEOPLE BC2605 . . . . . i,j
THEY BC2878 . . . . . p,i,j,s,c,g
YOU BC2882 . . . . . p,i,sp

IMMIGRATION AND EMIGRATION
IMMIGRATION IN AMERICA'S HISTORY A1313 . . . . . j,s
THE ISLAND CALLED ELLIS CC2312 . . . . . j,s,c,g
LAND OF IMMIGRANTS BC1471 . . . . . i,j,s
OUR IMMIGRANT HERITAGE CC2150 . . . . . j,s,g

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ANCIENT ORIENT — THE FAR EAST BC356 . . . . . j,s,c,g
A BOY OF INDIA: RAMA AND HIS ELEPHANT A1444 . . . . . p,i
CRISIS IN ASIA C1475 . . . . . j,s,c,g
DANCES OF INDIA — KATHAKALI A425 . . . . . s,c,g
FAMILY OF INDIA B224 . . . . . i,j
FARM VILLAGE OF INDIA: THE STRUGGLE WITH TRADITION BC2374 . . . . . j,s,c,g
FOUR FAMILIES C1730 . . . . . c,sp
GANDHI C1661 . . . . . j,s,c,g
GANGES RIVER B248 . . . . . j,s
GANGES — SACRED RIVER CC1963 . . . . . i,j,s,c,g
INDIA — A BETTER TOMORROW BC1908 . . . . . i,j,s,g
INDIA AND PAKISTAN — LANDS AND PEOPLES B833 . . . . . i,j,s
INDIA (CUSTOMS IN THE VILLAGE) AC1179 . . . . . i,j,s
INDIA — INTRODUCTION TO ITS HISTORY BC579 . . . . . j,s,c,g
INDIA (PAKISTAN AND THE UNION OF INDIA) B514 . . . . . i,j,s,c,sp
INDIA: URBAN CONDITIONS BC1992 . . . . . i,j,s
INDIA — WRITINGS ON THE SAND CC2081 . . . . . s,c,g
INDIA'S HISTORY: BRITISH COLONY TO INDEPENDENCE A1626 . . . . . j,s,c
INDIA'S HISTORY: EARLY CIVILIZATION A1627 . . . . . j,s,c
INDIA'S HISTORY: MOGUL EMPIRE TO EUROPEAN COLONIZATION A1628 . . . . . j,s,c
INDUS WATERS CC2566 . . . . . i,j,s,c
JUGGERNAUT CC2929 . . . . . i,j,s,c,g
NEHRU: MAN OF TWO WORLDS C2148 . . . . . s,c,g
VILLAGE IN INDIA: FIFTY MILES FROM POONA B1859 . . . . . i,j,s

INDIANS — HISTORY
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INDIANS OF CENTRAL AMERICA
THE AZTECS AC1425 . . . . . j,s,c,g
CORTEZ AND MONTEZUMA: CONQUEST OF AN EMPIRE CC3016 . . . . . j,s,c,g
CORTEZ AND THE LEGEND CC2345 . . . . . i,j,s,c,g
EARLY AMERICAN CIVILIZATIONS (MAYAN, AZTEC, INCAN) B808 . . . . . i,j,s
THE EXCAVATIONS AT LA VENTA CC2423 . . . . . s,c,g
THE FIRST AMERICANS AND THEIR GODS AC2946 . . . . . i,j
INDIAN VILLAGERS IN MEXICO BC2168 . . . . . i,j,s,c
MAYA FAMILY TODAY BC2803 . . . . . i,j,s,c,g
MAYA OF ANCIENT AND MODERN YUCATAN (2ND ED.) BC349 . . . . . j,s,g
THE MAYAS A627 . . . . . i,j,s
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MEXICO BEFORE CORTEZ BC2806 . . . . . i,j,s,c,g
SENTINELS OF SILENCE BC2825 . . . . . i,j,s,c,g

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AMERICAN INDIANS AS SEEN BY D. H. LAWRENCE BC1477 . . . . . j,s,c
AMERICAN INDIANS BEFORE EUROPEAN SETTLEMENT A1263 . . . . . i,j,s
THE APACHE INDIAN A1416 . . . . . i,j,s
A BOY OF THE NAVAJOS AC1446 . . . . . i,j
A BOY OF THE SEMINOLES (INDIANS OF THE EVERGLADES) A1447 . . . . . i,j
CATLIN AND THE INDIANS CC2342 . . . . . i,j,s
CHARLEY SQUASH GOES TO TOWN AC3051 . . . . . i,j,s,c,g
CHILDREN OF THE PLAINS INDIANS BC1317 . . . . . p,i,j,s
CIRCLE OF THE SUN CC2693 . . . . . s,c,g
CUSTER: THE AMERICAN SURGE WESTWARD DC 40 . . . . . j,s,c,g
END OF THE TRAIL C2288 . . . . . j,s,c,g
HIAWATHA'S CHILDHOOD BC1710 . . . . . i,c,g
THE HOPI INDIAN A2077 . . . . . i,j,s,c
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INDIAN FAMILY OF THE CALIFORNIA DESERT BC2590 . . . . . i,j
INDIAN INFLUENCES IN THE UNITED STATES AC2179 . . . . . i,j
INDIANS OF EARLY AMERICA BC434 . . . . . i,j
ISHI IN TWO WORLDS BC2364 . . . . . j,s,c,g
THE LOON'S NECKLACE AC366 . . . . . i,j,s,c,g
THE MIGHTY WARRIOR C2231 . . . . . i,j,s,c,g
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NAVAJO CANYON COUNTRY BC1095 . . . . . i,j,s,c,g
NAVAJO INDIAN LIFE AC2336 . . . . . j,s,c,g
NAVAJO INDIANS A113 . . . . . i,j
NAVAJO NIGHT DANCES AC2341 . . . . . i,j,s,c,g
THE NAVAJOS — CHILDREN OF THE GODS BC2282 . . . . . i,j,s,c,g
NORTHWEST INDIAN ART AC2339 . . . . . i,j,s,c,g
TOM SAVAGE — BOY OF EARLY VIRGINIA BC639 i
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TWO INDIANS: RED REFLECTIONS OF LIFE CC2980 . . . . . j,s,c,g
TWO KNOTS ON A COUNTING ROPE AC2578 . . . . . p,i
THE VANISHING PRAIRIE: PIONEER TRAILS, INDIAN LORE AND BIRD LIFE OF THE PLAINS BC1191 . . . . . i,j,s,c,g
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MARIA OF THE PUEBLOS BC2865 . . . . . i,j,s,c,g
OSCAR HOWE: THE SIOUX PAINTER CC2978 . . . . . s,c,g

INDIANS OF NORTH AMERICA — DANCES
DISCOVERING AMERICAN INDIAN MUSIC CC2831 . . . . . j,s,c,g

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INDIANS OF NORTH AMERICA — LEGENDS
SIOUX LEGENDS BC3004 . . . . . p,i,j,g

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INDIANS OF NORTH AMERICA — SOCIAL CONDITIONS
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INDIAN BOY IN TODAY'S WORLD BC2454 . . . . . i,j
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LAMENT OF THE RESERVATION CC2911 . . . . . j,s,c,g
THE NAVAJOS OF THE 70'S BC2869 . . . . . i,j,s,g
THE SUMMER OF JOHNSON HOLIDAY — NAVAJO BOY BC2877 . . . . . p,i,j,g
TREATIES MADE—TREATIES BROKEN BC2715 . . . . . j,s,c,g
WHERE HAS THE WARRIOR GONE? BC2880 . . . . . i,j,s,g

INDIANS OF NORTH AMERICA — TREATMENT
GERONIMO JONES BC2622 . . . . . i,j,s
HOW THE WEST WAS WON — AND HONOR LOST CC2910 . . . . . j,s,c,g

INDIANS OF SOUTH AMERICA
THE ANCIENT PERUVIAN CC2513 . . . . . s,c,g
EARLY AMERICAN CIVILIZATIONS (MAYAN, AZTEC, INCAN) B808 . . . . . i,j,s

THE FEAST CC2730 . . . . . s,c,g
HIGHLAND INDIANS OF PERU BC2167 . . . . . j,s,c
THE INCAS A1317 . . . . . j,s,c
LIFE IN THE HIGH ANDES A1327 . . . . . j,s
MINERS OF BOLIVIA BC2173 . . . . . j,s,c
PERU: INCA HERITAGE BC2812 . . . . . j,s,c,g
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THE ORANGE AND THE GREEN CC2701 . . . . . i,s,c,g
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PREJUDICE: CAUSES, CONSEQUENCES, CURES BC3023 . . . . . s,c,sp
SUFFER THE LITTLE CHILDREN CC2734 . . . . . s,c,g
WHAT ABOUT PREJUDICE? A1227,AC1227 . . . . . i,s
WILLIE CATCHES ON C1848 . . . . . s,c,g,sp

PUEBLO INDIANS
MARIA OF THE PUEBLOS BC2865 . . . . . i,j,s,c,g

PUERTO RICANS IN NEW YORK (CITY)
MANUEL FROM PUERTO RICO BC2438 . . . . . p,i
MIGUEL: UP FROM PUERTO RICO BC2760 . . . . . p,i
A STORM OF STRANGERS C2777 . . . . . i,s,c,g

PUERTO RICO
PUERTO RICO — AMERICANS ON THE MOVE C1186 . . . . . s,c,g
PUERTO RICO AND THE VIRGIN ISLANDS AC2205 . . . . . i,j,s,g
PUERTO RICO — SHOWCASE OF AMERICA BC1238 . . . . . i,s,c,g
PUERTO RICO: THE PEACEFUL REVOLUTION C1671 . . . . . s,c,g

U.S. — RACE RELATIONS
BRIAN'S SONG CC2951 . . . . . i,s,c,g
"DIFFERENCES" CC2948 . . . . . i,s,c,g
JOSHUA B2492 . . . . . i,s,c,g
THE MEXICAN-AMERICAN SPEAKS: HERITAGE IN BRONZE BC2902 . . . . . i,s,c,g
MINORITIES: FROM AFRICA, ASIA AND THE AMERICAS BC2954 . . . . . i,s,c
MINORITIES: FROM EUROPE BC2955 . . . . . i,s,c
MINORITIES: PATTERNS OF CHANGE BC2973 . . . . . i,s,c
MINORITIES: WHAT'S A MINORITY? BC2956 . . . . . i,s,c

LITERATURE DEALING WITH THE ITALIAN-AMERICAN EXPERIENCE

FICTION, DRAMA, AND POETRY

Adelson, Ann. THE LITTLE CONQUERORS. New York, Random House, 1960.

Story of an Italian-American family in a New England town dominated by Irish politicians, 1930's - 1950's. First-second-third-generation Italian-Americans in fusion and in conflict.

**Anderson, Maxwell. "Winterset." In FOUR VERSE PLAYS. New York, Harcourt Brace Jovanovich, 1972. $3.95

Play in three acts with obvious allusions to the Sacco-Vanzetti case of the 1920's.

Angelo, Valenti. GOLDEN GATE. New York, Viking Press, 1939.

Set in Bleecker Street, New York City. An account of the early years of Nino (actually the author) in America. This novel-biography shows the gradual adaptation of the customs and traditions of Valenti Angelo's home country to American ways. Recommended for junior high school.

Angelo, Valenti. HILL OF LITTLE MIRACLES. New York, Viking Press, 1942.

Set in San Francisco, this story recounts the experiences of Ricco Santo, his friends and family, as he lives the daily joys and sorrows of Telegraph Hill, the "hill of little miracles." Recommended for junior high school.

Aurther, Robert. A VERY SPECIAL BABY. New York, Dramatists Play Service, 1957.

Play in two acts. An account of the Casales, an immigrant family. Father Casale, self-made, rich and self-centered, rules his family with a will of iron. Because he is their father and they see him subjectively, the sons and daughters of Angelo Casale submit to his patriarchal ways from both habit and custom- - until, one day, Anna and Joey realize the self-destructiveness of his tyranny. At this point the conflict that is the basis of the play emerges.

*Benesutti, Marion. NO STEADY JOB FOR PAPA. New York, Vanguard Press, 1966.

Nostalgic story of poor Italian people. Set in Philadelphia.

Calitri, Charles. FATHER. New York, Crown, 1962.

Giunio Bruno, Seminarian, is ordained in Italy. He emigrates to America, where he marries a Polish jew. Story told from the son's viewpoint.

**Mangione, Jerre. THE WORLD AROUND DANILO DOLCI. New York, Harper, 1972. $3.95

A factual account of the Gandhi of Sicily, Danilo Dolci, who visited the United States in 1972.

Menotti, Gian-Carol. THE SAINT OF BLEECKER STREET. New York, RCA, 1954.

Musical drama in three acts (five scenes) about Annina, the "saint" of Bleecker Street, and Michele, the rebel, and their tempestuous brother-sister relationship which impels them to tragedy.

**Miller, Arthur. A VIEW FROM THE BRIDGE. New York, Bantam, 1972. 95¢

A one-act play set near the New York City waterfront. Protagonist, Eddie Carbone, endangers and, finally, loses his life.

*Odets, Clifford. GOLDEN BOY. New York, Atheneum, 1965.

A three-act play about a young Italian-American boy, Joe Bonaparte, who had hope of becoming a great violinist before inordinate ambition led him to the prize ring, where his talent as a fighter cut him off from music forever.

Pagano, Joseph. THE PAESANOS. Boston, Little, Brown, 1940.

An excellent series of family sketches about the struggles, sorrows, and antics of several generations of Maccaluccis--all paesanos.

Pagano, Joseph. GOLDEN WEDDING. New York, Random House, 1943.

Warm, intimate account of an Italian-American couple celebrating their fiftieth anniversary after a lifetime in America.

Panetta, George. COMIC STRIP. New York, S. French, 1958.

Play in three acts. Humorous account of what happens to Jimmy Potts when he gets a haircut and doesn't get hit by a truck. Set against the background of the LaGuardia administration. Fiorello, the man of the comic strips, is the inspiration for the play.

Panetta, George. KISS MAMA. New York, S. French, 1965.

Comedy in two acts. Mama Caparuta, the power behind the throne, compromises to make peace with her Jewish daughter-in-law.

**Puzo, Mario. THE FORTUNATE PILGRIM. New York, Lancer Books, 1965. $1.25

This is a powerful and persuasive story of life in the Italian-American community of Chelsea, New York City.

TO: Dr. Wiggins

FROM: Toni Birdsong, Instructional Media Software Specialist, Cleveland State University

SUBJECT: Listing of Media selected specifically for the Cultural Awareness Program. The following media is available for rental at the Cleveland Public Library Film Bureau.

PREJUDICE

Almost Neighbors
Ballad of Crowfoot
The Bill of Rights in Action: Equal Opportunity
Black and White: Uptight
Circle of the Sun
Crazy Legs
The Daisy
End of the Trail
Everybody's Prejudiced
The Eye of the Storm
The Forgotten American
The Friendly Game
Heritage of Slavery
I'm a Man
Invincible Weapon
Jackie Robinson
Jesse Owens Returns to Berlin
Joshua
The Lady in the Lincoln Memorial
The New Morality
Nothing But a Man
People are Different and Alike
Portrait in Black and White
The Prejudice Film
Reflections
The Santa Claus Suit
The Savages
A Slave's Story: Running 1000 Miles to Freedom
Tijerina
The Victims
Where is Prejudice
Who Do You Kill?

DISCRIMINATION - EMPLOYMENT (See also Civil Liberties; Minorities)

Bill of Rights in Action: Equal Opportunity
Black Anger
Employing the Disadvantaged
I'm Not Too Proud Anymore
In the Company of Men
Morning for Jimmy
Voice of La Raza

ETHICS (See also Crime and Criminals; Premarital Sex)

Almost Neighbors
Amblin
The Bill of Rights in Action: Equal Opportunity
Challenge To Authority
Clown
Consenting Adults
A Fable
Fathers and Sons
Flutterbye
Follow the Leader
The Forgotten American
The Game
The Hangman
Invincible Weapon
Is It Always Right to be Right
It Happens to Us
The King and the Lion
The Kite Story
The Merry-Go-Round Horse

ETHICS (continued)

Mothers and Daughters
Motorcycle Saftey and Courtesy In Traffic
The New Morality
A Nice Girl Like You
Nothing But a Man
The Owl who Gave a Hoot
Portrait in Black and White
Santa Claus Suit
Summerplay
Thirty Mile Horse Contest
Time Piece
Up is Down
The Well: A Parable
The Red Kite

EQUAL EMPLOYMENT

The Bill of Rights in Action: Equal Opportunity
The Migrant
The Voice of La Raza

BIOGRAPHY

Charles Proteus Steinmetz
D. H. Lawrence In Taos
Dr. Leaky and the Dawn of Man
Eleanor Roosevelt Story
The Eye Hears, The Ear Sees (McLaren)
Ezra Jack Keats
For All the People (Harry S. Truman)
Frederick Douglass
George Washington-The Courage That Made a Nation
George Washington Carver
Glen Gould - Off the Record
The Great Director (David W. Griffith)
The Hands of Maria
Harriet Tubman and the Underground Railroad
Helen Keller
Helen Keller and Her Teacher
Hemingway's Spain-The Sun Also Rises
Henry O. Tanner: Pioneer Black American Artist
The Hurdler (Dr. Charles Drew)
I Have A Dream - The Life of Martin Luther King Jr.
I Remember, I Remember (Grierson)
Jackie Robinson
James Brown: The Man
James Fenimore Cooper
Janis Joplin: Portrait of A Rip Off
Jesse Owens Returns to Berlin
Jiri Trnka
John Barrymore
Journey of Robert F. Kennedy
Joyce's Dublin
The Lady in the Lincoln Memorial (Marian Anderson)
Langston Hughes
The Legend of Mark Twain
The Legend of Rudolph Valentino
Leo Beuerman
Mme. Rosina Lhevinne
Malcolm X: Struggle for Freedom
Martin Luther King
Martin Luther King, Jr. - Man of Peace
My Childhood: Part I - Hubert Humphrey's South Dakota
The Poet's Eye - A Tribute to Shakespeare
Portrait of Dag Hammarskjold
Portrait of U Thant
Queen Elizabeth II
Rafer Johnson Story
Robert Frost: A Lover's Quarrel with the World
Robert Kennedy Remembered
A Slaves's Story: Running 1000 Miles to Freedom (William And Elen Craft)
Story of Dr. Carver
Stravinsky
This is Marshall McLuhan

BIOGRAPHY (continued)

Thomas Jefferson
To Be Young, Gifted, and Black (L. Hansberry)
A Tough of Royalty (Roberta Clemente)
A Visit with Picasso
W. C. Handy
Weapons of Gordon Parks
William Faulkner's Mississippi

POVERTY

Black Anger
Cities: Dilemma In Black and White
Families Get Angry
The Forgotten American
Grapes of Wrath
Harvest of Shame
Henry-Boy of the Barrio
Hunger in America
I'm Not Too Proud Anymore
The Inner City
Is it Always Right to be Right
J.T.
Migrant
My Childhood: Part II - James Baldwin's Harlem
No Handouts for Mrs. Hedgepeth
The Owl who Gave a Hoot
The Plow that Broke the Plains
The Poor Pay More
Portrait of the Inner City
The Pride and the Shame
The Savages
Tahtonka (Indian Buffalo Culture)
Take a Running Start
Time of the Horn
Voice of La Raza
Walk in My Shoes
War On Poverty - A Beginning
The Way Out
We Are One
Angry Voices of Watts
Appalachia: Rich Land, Poor Land
Ballad of Crowfoot
Before the Mountain was Moved
Between Two Rivers

JOHNSON, FENTON

Harlem Renaissance: The Black Poets

JOHNSON, GEORGIA DOUGLAS

Harlem Renaissance: The Black Poets

BLACK PERSPECTIVES (See Also Africa; Afro-Americans: History and Culture)

Arican Girl-Malobi
Bill of Rights In Action: Equal Opportunity
Black Cowboy
Black Dimensions in American Art
Black Experience
Black Music In America
Cities: Dilemma in Black and White
Felicia
Harlem Renaissance: The Black Poets
The Hurdler
I Have A Dream - The Life of Dr. Martin Luther King
In Search of a Past
James Brown: The Man
Janis Joplin: Story of A Rip Off

BLACK PERSPECTIVES (continued)

Jazz Is Our Religion
Malcolm X: Struggle for Freedom
Martin Luther King
Martin Luther King, Jr. - A Man of Peace
Negro and the American Promise
Nothing But a Man
Now is the Time
Omowale: The Child Returns Home
Slavery
A Slave's Story: Running 1000 Miles to Freedom
Some of My Best Friends are White
Still a Brother: Inside the Negro Middle Class
Strangers in Their Own Land: The Blacks
To Be Young, Gifted, and Black
Veronica
Weapons of Gordon Parks

AFRICA

Africa Awakens - Modern Nigeria
Africa's Gift
African Girl - Malobi
Africans All
Anansi the Spider
The Ancient African
The Bend of the Niger
Buma: African Culture Speaks
Cheetah
The Congo
Dr. Leaky and the Dawn of Man
Elephant
Elsa and Her Cubs
Elsa the Lioness
Ethiopia: Empire on the Mountain
Gentle Winds of Change
Giraffe
A Grain of Sand

SOCIAL PROBLEMS (See also Abortion; Appalachia; Handicapped; Human Relations; Intergroup Relations; Migrants; Narcotics; Older Persons; Prejudice; Venereal Disease)

Appalachia: Rich Land, Poor Land
Between Two Rivers
Ballad of Crowfoot
Black Anger
Charlie Squash Goes to Town
Circle of the Sun
Cities: A City is to Live In
Cities: Crime in the Streets
Cities: Dilemma in Black and White
Come Out, Come Out, Whoever You Are
A Cry for Help
The End of the Trail
The Eye of the Beholder
Flower Lovers
Flutterbye
The Frogotten American
Frustrated Campus
The Future Shock and the Negro
Future Shock
Gale is Dead
Gentle Winds of Change
Goodbye Lynn
The Hand
Harlem Crusader
Have I Told You Lately That I Love You
Henry-Boy of the Barrio
Hopi Kachinas
The Inner City
Mint Tea
No Handouts for Mrs. Hedgepeth
Nothing but a Man
Now is the Time
Old Man and the Devil
111th Street

SOCIAL PROBLEMS (continued)

The Pride and the Shame
Pueblito De Santiago (Spanish)
The Quiet Revolution
The Red Kite
The Savages
Something That's Real
Tahtonka (Indian Buffalo Culture)
Tell Me Where To Turn
That's Me
This Is Marshall McLuhan
Walk In My Shoes
Walk Without Fear
The Way Out
Who Do You Kill?
You are on Indian Land
Up Is Down

TRAVEL (See also Names of Individual Countries; United States-Description and Travel)

A Tavers Paris (French)
Africans All
Amazing New Zealand
Argentina Es Muy Rica
Bermuda: The Island Nobody Wanted
The Changing World of Lebanon
Chronicles: The Traditions of Mara-Mures
The Congo
The Conquered Dream
El Contemplado (Spanish)
Ethiopia: Empire on the Mountain
Fun In Winter
Happy Pace of Switzerland
Holland Today
Hunted in Holland
India
A Journey Through Northern Italy
The Legend of the Paramo
The Long Green Mantle
Maryland
Morocco
Netherlands Miniatures
New York - A State of Discovery
New York - The Anytime City
A Place to Stand
Puerto Rico - Island in the Sun
Puerto Rico: The Caribbean Americans
Puerto Rico/U.S.A.
Que' Puerto Rico!
Sky Over Holland
South America Today
Spring in Paris
Switzerland and Austria: The Mountain Countries
Terra Sancta: A Film of Israel
Tropical Africa
Vanishing Cronwall
Visitemos A Puerto Rico
Where the Loon Screams
Wild Highlands

OF BLACK AMERICA SERIES

Black History: Lost, Stolen or Strayed
Black Soldier
Black World
Body and Soul: Body
Body and Soul: Soul
In Search of a Past
Portrait in Black and White

FAMILY

The Invention of the Adolescent
Just One Me
Manuel From Puerto Rico

FAMILY (continued)

Miguel: Up From Puerto Rico
Morning for Jimmy
Mothers and Daughters
Niko-Boy of Greece
Puerto Rico: The Carribean Americans
Que Opina La Jujer (Spanish)
El Secreto (Spanish)
Summer We Moved to Elm Street
Through Different Eyes

ARTS AND CRAFTS

African Girl - Malobi
Buma: African Culture Speaks
Ceramics of Oboga
A Glittering Song
The Hands of Maria
Hopi Kachina
Kaleidoscope Orissa
Rhythm of Africa
El Santero (Spanish)
Speaking of Glass

CALIFORNIA

Amblin
The Angry Voices of Watts
Baggage
Catch the Joy
Education and the Mexican-American
Felicia
Huelga
Mission Life
The Redwoods
The Savages

Health and Education: Keys to African Development
Heritage of the Negro
In Search of a Past
Lions
The Magic Tree
Miss Goodall and the Wild Chimpanzees
Negro Kingdoms of Africa's Golden Age
The New Africa: People and Leaders
Nigeria: Problems of Nation Building
Nomad Boy
Omowale: The Child Returns Home
The Problems of Nigerian Unity
Rhythm of Africa
The Slave Coast
A Story, A Story
Tropical Africa
Village on Stilts
Zebra

PUERTO RICO AND PUERTO RICANS

La Buena Herencia (Spanish)
Caminos Del Dooperativismo (Spanish)
El Contemplado (Spanish)
Crescensio: A Puerto Rican Boy Tells It Like It Is
Cuando Los Padres Olvidan (Spanish)
Dona Julia (Spanish)
Festival In Puerto Rico
The Harlem Crusader
El Hombre Esperando (Spanish)
Lucy
Luisa Tenia Razon (Spanish)
Manuel From Puerto Rico
Mayo Florido (Spanish)
Miguel: Up From Puerto Rico
La Monta Canta (Spanish)
Nenen De La Ruta Mora (Spanish)
Parranda Campesina (Spanish)
The Poor Pay More
Puerto Rico - Island in the Sun
Puerto Rico: Its Past, Present, and Promise
Puerto Rico - Operation Bootstrap
Puerto Rico: The Caribbean Americans
Puerto Rico: The Peaceful Revolution
Puerto Rico: U.S.A.
Que Opina La Majer (Spanish)
Santiago's Ark
Street of the Flower Boxes
That's Me
A Touch of Royalty
A Visit to Puerto Rico
Visitemos A Puerto Rico (Spanish)
Voz De Alerta (Spanish)
Una Voz En La Montana (Spanish)
Yo, Juan Ponce De Leon (Spanish)
El Yugo (Spanish)

IMMIGRANTS AND IMMIGRATION

Manuel From Puerto Rico

INDIA

India
Kaleidoscope Orissa
A Rural Road To India (Delhi To Agra)

INDIANS OF LATIN AMERICA

The Ancient Peruvian

INDIANS OF NORTH AMERICA

American Indians As Seen By D. H. Lawrence
The Apache Indian
Ballad of Crowfoot
Between Two Rivers
Catlin and the Indians
Charley Squash Goes to Town
Circle of the Sun
The End of the Trail
First Americans, Part I
The Forgotten Americans
The Hands of Maria
Hopi Kachinas
Navajo Life

INDIANS OF NORTH AMERICA (continued)

The Pride and the Shame
Tahtonka (Indian Buffalo Culture)
You Are On Indian Land

ITALY

A Fable
A Journey Through Northern Italy
Return To Florence
The Secret of Michelangelo: Every Man's Dream
The World of Vatican II: An Artist's Report

APPALACHIA

Appalachia: Rich Land, Poor People
Before The Mountain Was Moved
I'm Not Too Proud Anymore
Strip Mine Trip
Take A Running Start

DOCUMENTARY

Between Two Rivers
The Hands of Maria
Henry - Boy of the Barrio
Hopi Kachina
I Remember, I Remember
The Making of the President 1972
The Plow that Broke the Plain
The Pride and the Shame
Pueblito De Santiageo (Spanish)
Red, White, and Bluegrass
The River
Spanish Earth
Stravinsky

CHILDREN'S FILMS

The Eye of the Storm
A Fable
Faroun, The Little Clown
Ferdinand, The Bull
The Fire Flowers of Yet Sing Low
A Firefly Named Torchy
The Fisherman and His Wife
Flurina
Flutterbye
Frederick
The Frowning Prince
Georgie (Spanish)
Georgie to the Rescue
A Gittering Song
The Hare and the Tortoise
The Hound That Thought He Was A Raccoon
How the Mole Got His Trousers
The Huffless, Puffless Dragon
In A Spring Garden
J.T.
Jazzoo
John's Train
Just One Me
The King and the Lion
The Kite Story
Legend of the Cruel Giant
The Legend of the Raven
A Letter to Amy
Little Blue, Little Yellow
The Little Drummer Boy
The Little Giraffe
The Little Tug That Tried
The Magic Tree

CHILDREN'S FILMS (continued)

Make Way for Ducklings (Spanish)
Matrioska
The Merry-Go-Round Horse
The Mole and the Chewing Gum
The Mole and the Rocket
The Mole and the T.V.
The Mole as Gardner
The Mole in the Zoo
Mr. Magoo's Dick Tracy and the Mob
The Moonbeam Princess
Music Experiences-The Little Train of the Caipira
Niko-Boy of Greece
The Owl and the Pussycat
Adventuras De Chico (Spanish)
Alice in Wonderland
Alexander and the Car with the Missing Headlight
Alphabet
Anasi the Spider
Anatole
Andy and the Lion
The Ant and the Grasshopper
Be Healthy! Be Happy!
A Bell for Ursli
Bim
The Blue Dashiki
Candy Town
Caterpillar
Charley Squash Goes to Town
Circus Baby (Spanish)
Clown
Crazy Legs
Curious George Rides A Bike (Spanish)
The Doughnuts
Drugs: A Primary Film
Drummer Hoff
Ecology Primer
The Emperor's Nightingale
Evan's Corner

FABLES, FOLK TALES, AND LEGENDS (See also Fairy Tales)

Anasi the Spider
The Ant and the Grasshopper
Black Experience: Negro Folklore
Black Men and Iron Horses
A Fable
The Fire Flowers of Yet Sing Low
Fisherman and his Wife
Flutterbye
The Hare and the Tortoise
The King and the Lion
Legend of Jimmy Blue Eyes
Legend of John Henry
The Legend of Rudolph Valentino
The Legend of the Cruel Giant
A Light in the Night
The Magic Tree
La Monta Canta (Spanish)
Nenen De La Ruta More (Spanish)
A Story, A Story
Up is Down

LITERATURE

The Bible: A Literary Heritage
Brown Wolf
Chickamauga
Faulkner's Mississippi
Future Shock
Grapes of Wrath
Harlem Renaissance: The Black Poets
Hemingway's Spain - The Sun Also Rises
I Am Joaquin
James Fenimore Cooper
Just One Me
Joyce's Dublin
Langston Hughes
The Legend of Mark Twain
Living Poets Read

LITERATURE (continued)

The Nose
The Red Kite
Robert Frost: A Lover's Quarrel With the World
Seven Authors in Search of A Reader
To Be Young, Gifted, and Black
Vanishing Cornwall

INTERGROUP RELATIONS (See also Afro-Americans: History and Culture; Appalachia; Indians of North America; Mexican-Americans; Puerto Rico and Puerto Ricans)

Almost Neighbors
Angry Voices of Watts
Black Anger
The Daisy
The Eye of the Storm
A Fable
Felicia
The Friendly Game
The Hurdler
I'm a Man
In the Company of Men
The Inner City
The Invincible Weapon
Is It Always Right to be Right
Joshua
The King and the Lion
Malcolm X: Struggle for Freedom
Martin Luther King, Jr.
Nothing But a Man
Now is the Time
People are Different and Alike
The Prejudice Film
Reflections
Santiago's Ark
The Savages
Some of my Best Freinds are White
Still A Brother: Inside The Negro Middle Class
Swimmy
Up Is Down
Veronica
A Visit From Space
Voice of La Raza
Weapons of Gordon Parks
Where is Prejudice?
Who Do You Kill?

HUMAN RELATIONS

Almost Neighbors
The Daisy
Dona Julia (Spanish)
The Eye of the Beholder
A Fable
Flutterbye
Harlem Crusader
Have I Told You Lately That I Love You?
Help Wanted: Secretary
Henry-Boy of the Barrio
Is It Always Right to Be Right
It's Up To You
Joshua
The King and the Lion
The Kite Story
Leo Beuerman
Manzanar
Manuel From Puerto Rico
Mint Tea
Multiple Man
People are Different and Alike
Reflections
River Boy
Swimmy
There Must be a Catch
Time Piece
A Very Special Day
Your Job: You and Your Boss

CIVIL LIBERTIES

Black World
Chromophobia
The Hand
The Heritage of Slavery
I Have a Dream: The Life of Martin Luther King
Invincible Weapon
Malcolm X: Struggle for Freedom
Manzanar
Martin Luther King
Martin Luther King, Jr. - A Man of Peace
Negro and the American Promise
New Mood
Remedy for Riot
Search and Seizure
A Slave's Story: Running 1000 Miles to Freedom
Some of My Best Friends are White
Speech and Protest
Walk In My Shoes

GHETTO (See also Poverty; Prejudice)

Angry Voices of Watts
Cities: Dilemma In Black and White
Felicia
Harlem Crusader
Henry-Boy of the Barrio
Lonnie's Day
The Mexican American: Heritage and Destiny
Santiago's Ark
Savages
Una Vox En La Montana (Spanish)

AFRO-AMERICANS: HISTORY AND CULTURE (See also Africa; Black Perspective; Intergroup Relations)

Afro-American Music - It's Heritage
Angry Voices of Watts
Aretha Franklin - Soul Singer
Benjamin Banneker, Man of Science
Black and White: Uptight
Black Anger
Black Artists
The Black Cowboy
Black Dimensions In American Art
Black Experience: Negro Folklore
Black History: Lost, Stolen, or Strayed
Black Men and Iron Horses
Black Music in America: From Then Til Now
The Black Soldier
Black World
The Blue Dashiki
Body and Soul - Body
Body and Soul - Soul
Booker T. Washington
Cities: Dilemma in Black And White
A Day in the Death of Donny B.
Evan's Corner
Fabulous Harlem Globetrotters
Families Get Angry
Felicia
Frederick Douglass
Free At Last
Friendly Game
The Future and the Negro
Gentle Winds of Change
George Washington Carver
Harlem Renaissance: The Black Poets
Helen Tamiris in Her Negro Spirituals
Henry O. Tanner: Pioneer Black-American Artist

AFRO-AMERICANS: HISTORY AND CULTURE (continued)

Heritage of Slavery
The Hurdler
I Have A Dream: The Life of Martin Luther King, Jr.
I'm A Man
In Search of A Past
In The Company of Men
Invincible Weapon
It's Up To You
J.T.
Jesse Owens Returns to Berlin
Joshua
Just One Me
The Lady In the Lincoln Memorial
Langston Hughes
The Legend of Jimmy Blue Eyes
The Legend of John Henry
Lonnie's Day
Malcolm X: Struggle for Freedom
Marion Anderson
Martin Luther King
Martin Luther King, Jr. - A Man of Peace
My Childhood: Part II - James Baldwin's Harlem
Negro and the American Promise
Negro Heroes From American History
No Handouts for Mrs. Hedgepeth
Nothing But a Man
Now Is The Time
Portrait in Black and White
Rafer Johnson Story
Remedy for Riot
Savages
Sicle Cell Anemia
Slavery
A Slave's Story: Running A Thousand Miles To Freedom
Some of My Best Friends Are White
Something That's Real
Still A Brother: Inside The Negro Middle Class
The Story of Dr. Carver
Strangers in Their Own Land: The Blacks
Time of the Horn
To Be Young, Gifted, and Black
Veronica
W. C. Handy
Walk In My Shoes
The Way Out
Weapons of Gordon Parks
A Whole New World

HISTORY OF THE NEGRO PEOPLE SERIES

Free At Last
The Future and the Negro
Heritage of the Negro
New Mood
Omowale: The Child Returns Home
Slavery

KING, MARTIN LUTHER

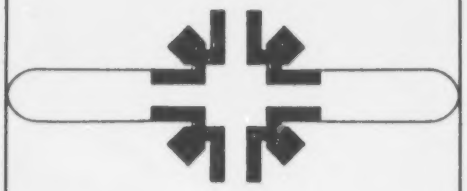
I Have A Dream: The Life of Martin Luther King, Jr.
Martin Luther King
Martin Luther King, Jr. - A Man of Peace

BLACK AFRICAN HERITAGE SERIES

The Congo
The Bend of the Niger
The Slave Coast
Africa's Gift

APPENDIX C: UNIVERSITY OF HOUSTON INSTRUCTIONAL GUIDES OR OTHER MATERIALS.

Doctor of Education in Multicultural Education



This program will prepare educators and others as multicultural specialists who are primarily concerned with the (1) development, implementation and evaluation of pluralistic teaching strategies and curriculum materials, (2) development, implementation and evaluation of bilingual teaching strategies, and (3) development of research designs applicable to multicultural situations in education.

DEGREE REQUIREMENTS

Degree requirements will consist of: (1) those specified as general degree requirements in the Graduate Studies Bulletin in force at the time of student's enrollment; (2) those specified in the *Procedures and Policies Regulating the Doctor of Education Programs*, published by the College of Education; and (3) those specified as specific requirements in this document. The program will require the completion of fifty-one to sixty semester hours of course work and a dissertation.* The course work is distributed as follows:

1. A minimum of eighteen semester hours of course work in the major multicultural area as approved by the advisor.
2. The student is required to complete fifteen semester hours of course work in the three core areas: (a) disciplines supporting education; (b) research skills; and (c) contemporary education issues, including a minimum of three hours in each area. A list of approved core courses may be obtained at the Records Office.
3. The remaining fifteen semester hours of course work relevant to degree objectives in a field or fields within the College as approved by the advisor.
4. Nine to twelve semester hours of course work relevant to degree objectives in a field or fields outside of the College as approved by the advisor.

*The dissertation may receive a credit of 6-15 semester hours.

MULTICULTURAL EDUCATION PROGRAM AREA COURSES*

631: Multicultural Curriculum, K-12
632: Education in a Multicultural Society
730: Seminar and Laboratory Experiences in Multicultural Education
761: Research Designs in Multicultural/ Bilingual Education
633: Principles, Problems, and Issues of Bilingual Education
660: Linguistic Models for Bilingual Education
710S, 720S, 730S: Internship and Practicum
610S, 620S, 630S: Special Problems
610T, 620T, 630T: Topics in Multicultural/ Bilingual Education

* New courses are still being developed.

MULTICULTURAL EDUCATION PROGRAM AREA FACULTY

Dr. James E. Anderson, Associate Professor
Dr. H. Prentice Baptiste, Jr., Associate Professor
Dr. Max S. Castillo, Assistant Professor
Dr. Judith Palmer, Visiting Assistant Professor

FOR FURTHER INFORMATION, WRITE:

Dr. H. Prentice Baptiste, Jr.
College of Education
442 Farish Hall
University of Houston
Houston, Texas 77004

ulticultural/Bilingual Education
partment of Curriculum and Instruction
ollege of Education
niversity of Houston Central Campus
ouston, Texas 77004

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College of Education

Department of Curriculum and Instruction

Multicultural/ Bilingual Education Program

Master of Education (M.Ed.)

University of Houston Central Campus

The Program Area

Bilingual education is a field with great opportunities for teachers who can speak Spanish and English. Bilingual education at the University of Houston Central Campus is part of the Multicultural/Bilingual Education Program Area, Department of Curriculum and Instruction.

Courses in the program area are offered during each semester and summer session. Rotation of offerings assures that students can meet their degree plans.

Students already endorsed in bilingual education who wish to study for an M.Ed. with specialization in multicultural/bilingual education follow a degree plan similar to the one included here but flexible enough for adaptation to each student's needs and interests.

Students who are interested in the education of Mexican Americans but who are not bilingual are encouraged to study for the M.Ed. with specialization in multicultural education, taking Spanish courses for their electives to upgrade their communication skills.

Students who wish to specialize in the teaching of English as a Second Language (ESL) in bilingual programs may do so in this program area by following a degree plan similar to the one shown here but taking electives in the Department of English.

Degree Plan

Group A Core Courses (9 hours)

1. FED 630 Foundations of Educational Measurement
   or
   635 Foundations of Educational Research
*2. FED 690 Cultural Foundations of American Education
   or
   695 Foundations of Educational Sociology
3. FED 660 Principles of Educational Psychology
   or
   681 Human Growth and Development

Group B Major Area (9 hours)

*1. C&I 688 Second Language Teaching in the Bilingual Classroom
*2. C&I 687 Teaching the Language Arts in Spanish (in Spanish)
*3. C&I 689 Curriculum Development in Bilingual Education (in Spanish)

Group C Outside the College (9 hours)

*1. ENG 480 Sociolinguistics
*2. SPA 490 Applied Linguistics (in Spanish)
3. PSY 433 Psychology of Language

Group D Approved Electives (9 hours)

*1. C&I 632 Education for a Multicultural Society
   or
   831 Multicultural Curriculum K-12
2. C&I 661 Principles of Curriculum Development
   or
   662 Principles of Curriculum Organization
*3. One course in Mexican American cultures approved by advisor

*required for certification

Admission to Program

To be endorsed in bilingual education, students must have Texas certification elementary or secondary, and must be able to comprehend, speak, read, and write both Spanish and English.

Prospective students should first talk with professors of bilingual education regarding their career plans. Next, they should follow admissions procedures outlined by the University of Houston Central Campus Graduate Admissions Office and the College of Education Graduate Records Office (Room 218 FH).

Once they have been accepted into the program, students may begin their course work. A degree plan, worked out with the advisor, should be filed the first semester of study.

For Further Information

Write:
Chairperson
Multicultural/Bilingual Education
Department of Curriculum and Instruction
College of Education
University of Houston Central Campus
Houston, Texas 77004

Telephone: (713) 749-3612

PLEASE POST

APPENDIX D: UNIVERSITY OF SOUTH CAROLINA INSTRUCTIONAL GUIDES OR OTHER MATERIALS

SURVEY: MULTICULTURAL EDUCATION

I. Background Information (Check One):

1. Racial Ethnic Category
   White___ Black___ Hispanic___ Asian___

   Other___ (Please specify_____)

2. Mother___ Father___ Guardian___

3. Age of child_____ Sex_____

4. Place of birth: Mother_____

   Father_____

   Child_____

II. Indicate your opinion regarding each of the following statements by circling one response.

A. My child is aware of cultures/lifestyles different from our own.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know

B. The experiences in the USC Lab School are representative of my family's culture/lifestyle.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know

C. The students enrolled in the Lab School are not representative of a variety of cultures/lifestyles.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know

D. The Lab School teaches my child to see people of other lands and cultures as real human beings instead of in stereotyped ways.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know

E. The teachers are insensitive to our family needs.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Don't Know

F. The teachers exhibit little knowledge of different cultures/lifestyles.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Don't Know

G. The films, records, books, toys, and games at the center display sexual, racial, and ethnic stereotypes.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Don't Know

H. My child has gained an awareness of music, art, literature, and games from other countries.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Don't Know

I. The school is responsible for the racial, ethnic, and sexual stereotypes my child displays at home.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Don't Know

J. My child has learned to express his/her emotions freely and openly in a way different from our own.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Don't Know

COMMENTS:

April 16, 1979

Dear_____:

We need your help! Please take a moment and think about the various aspects of our curriculum and how we involve your child in multicultural experiences outside of your home. Your responses will aid us in future curriculum planning.

The following questionnaire is designed to find out how you perceive your child's experiences here at the center regarding his/her exposure and involvement with persons of other cultures. No names are required on your response!

Thank you for your help and cooperation. It would be greatly appreciated if you would return these forms or send them by Wednesday, April 18, 1979.

Sincerely,

Cynthia M. Cokley,
Teacher of the Five
Year Olds

November 27, 1978

TO: Faculty and Staff
College of Education

FROM: Multicultural Education Committee
College of Education

RE: Multicultural Workshop

****

The multicultural education workshop, "Multicultural Education: State of the Art," featuring Dr. Geneva Gay, Associate Professor of Education, Purdue University, and Dr. Frank Kunstel, Multicultural Consultant of Akron, Ohio, will be held at the locations indicated below:

December 7th	3:00 p.m.-5:00 p.m.	Peabody 116
December 8th	9:00 a.m.-11:30 a.m.	Peabody 115

Please indicate the session that you will attend by placing a check at the appropriate place and returning this form to Dr. Kevin Swick, 215 Booker T. Washingotn Annex by Friday, December 1, 1978.

_____ I will attend the December 7th session.

_____ I will attend the December 8th session.

_____ I will be unable to attend.

_____
NAME

Multicultural Education Program

College of Education

University of South Carolina

This instrument is designed to collect needed information on existing resources. We hope that this endeavor will provide reasonable opportunity for faculty input and support concerning the future development of the multicultural education program.

Please check the category most appropriate for the individual completing this form:

A. Academic Area/Program

Curriculum & Instruction		Career Development	
Adult Education	☐	Educational Administration and Management	☐
Business Education	☐	Exceptional Children	☐
Community Education	☐	Guidance and Counseling	☐
Curriculum	☐	Rehabilitation Services	☐
Distributive and Occupational Education	☐	Other_____ (Specify)	☐
Early Childhood Education	☐		
Elementary Education	☐		
Secondary Education	☐		
Other_____ (Specify)	☐		

Foundations

Educational Media and Technology ☐

Educational Psychology ☐

Educational Measurement ☐

Educational Research ☐

Other_____ ☐
(Specify)

B. Academic Rank/Title

Professor ☐

Associate Professor ☐

Assistant Professor ☐

Instructor ☐

Teaching Associate ☐

Other_____ ☐
(Specify)

C. Level at which courses are most frequently taught

Graduate ☐

Undergraduate ☐

Directions: (1) Circle the most appropriate item for each category.
(2) Provide documentation or comments to substantiate where appropriate.

	Not Appropriate	Appropriate: No Emphasis	Appropriate: Weak Emphasis	Appropriate: Moderate Emphasis	Appropriate: Strong Emphasis
1. To what extent have a mission statement and goals/objectives pertaining to multicultural education been formalized for your academic program derived from the general philosophy of the College of Education? Comments/documentation:	0	1	2	3	4
2. To what extent have community leaders or agencies had input into the planning or operational state of the multicultural education program? Comments/documentation:	0	1	2	3	4
3. To what extent do students enrolled in practicums, internships, and student teaching assignments work with pupils who are racially/ethnically different from themselves? Comments/documentation:	0	1	2	3	4
4. To what extent do course objectives in academic program include a study of values clarification with special attention to diverse cultures? Comments/documentation:	0	1	2	3	4

	Not Appropriate	Appropriate; No Emphasis	Appropriate; Weak Emphasis	Appropriate; Moderate Emphasis	Appropriate; Strong Emphasis
5. To what extent do course objectives in your academic area support equity and access to full life in a pluralistic society for racially/ethnically different students? Comments/documentation:	0	1	2	3	4
6. To what extent do faculty in your academic program use community resources that are reflective of a pluralistic society in their courses? Comments/documentation:	0	1	2	3	4
7. To what extent are appropriate programs and teaching materials being developed or acquired for multicultural studies in your academic program? Comments/documentation:	0	1	2	3	4
8. To what extent are your students required to use Thomas Cooper Library materials on non-white groups and diverse cultures? Comments/documentation:	0	1	2	3	4

	Not Appropriate	Appropriate; No Emphasis	Appropriate; Weak Emphasis	Appropriate; Moderate Emphasis	Appropriate; Strong Emphasis
9. Tc what extent has a collection of multicultural/multiethnic materials related to your academic program been established in the Teaching Resource Laboratory? Comments/documentation:	0	1	2	3	4
10. To what extent are non-printed materials on non-white groups and diverse cultures, related to your academic program found in the Instructional Services Center? Comments/documentation:	0	1	2	3	4
11. To what extent have course materials in your area been evaluated for accuracy and authenticity as far as multicultural/multiethnic concepts are concerned? If so, by whom? Comments/documentation:	0	1	2	3	4
12. To what extent have textbooks within your academic program been selected for their equitable treatment of non-white and ethnic minority groups? Comments/documentation:	0	1	2	3	4

	Not Appropriate	Appropriate; No Emphasis	Appropriate; Weak Emphasis	Appropriate; Moderate Emphasis	Appropriate; Strong Emphasis
13. To what extent has the study of teaching materials for multicultural education been required at varying interest levels for students in your academic program? Comments/documentation:	0	1	2	3	4
14. (a) To what extent do courses in your academic program include the study of specific ethnic/racial/cultural groups within the United States (i.e., African-American Studies, Mexican-American Studies, Native American Studies)? Comments/doucmentation:	0	1	2	3	4
(b) Which of these courses, if any, are required for completion of an education degree program? Comments/documentation:	0	1	2	3	4
15. To what extent do objectives in your course(s) include experiences which prepare education personnel (students, teachers, and administrators) to work more effectively with minority students? Comments/documentation:	0	1	2	3	4
16. To what extent do objectives in your course(s) include experiences which prepare education personnel to teach content from a multicultural perspective? Comments/documentation:	0	1	2	3	4

	Not Appropriate	Appropriate; No Emphasis	Appropriate; Weak Emphasis	Appropriate; Moderate Emphasis	Appropriate; Strong Emphasis
17. To what extent do objectives in your course(s) include the study of the dynamics of diverse cultures and the implications for developing appropriate teaching strategies? Comments/documentation:	0	1	2	3	4
18. To what extent do courses in your academic program include the study of linguistic variations and the implications for developing appropriate teaching strategies? Comments/documentation:	0	1	2	3	4
19. To what extent do courses in your academic program include the study of diverse learning styles related to ethnic/cultural differences and their implication on developing appropriate teaching strategies? Comments/documentation:	0	1	2	3	4
20. To what extent do course objectives in your class(es) include the study of racism? Comments/documentation:	0	1	2	3	4

	Not Appropriate	Appropriate; No Emphasis	Appropriate; Weak Emphasis	Appropriate; Moderate Emphasis	Appropriate; Strong Emphasis
21. To what extent do courses in your academic program include the study of intergroup communication and classroom dynamics? Comments/documentation:	0	1	2	3	4
22. To what extent do courses in your academic program include the study of racial/ethnic groups within the state? Comments/documentation:	0	1	2	3	4
23. To what extent do courses in your academic program include the study of foreign cultures from a comparative perspective? Comments/documentation:	0	1	2	3	4
24. To what extent do course objectives in your class(es) promote understanding and appreciation for ethnic groups in South Carolina? Comments/documentation:	0	1	2	3	4

	Not Appropriate	Appropriate; No Emphasis	Appropriate; Weak Emphasis	Appropriate; Moderate Emphasis	Appropriate; Strong Emphasis
25. To what extent are teacher trainers encourage by you to evaluate classroom settings for recognition of cultural diversity? Comments/documentation:	0	1	2	3	4
26. To what extent are course objectives, developed for your courses, designed to make students aware of differences in verbal and non-verbal communication across various cultures? Comments/documentation:	0	1	2	3	4
27. To what extent have you modified courses which you are presently teaching to include programs and activities which highlight cultural diversity? Comments/documentation:	0	1	2	3	4
28. To what extent do you encourage students to evaluate classroom material for cultural stereotypes and/or racial biases? Comments/documentation:	0	1	2	3	4

APPENDIX E: TEXAS SOUTHERN UNIVERSITY INSTRUCTIONAL GUIDES OR OTHER MATERIALS

Course Outline*
Multicultural Education
Education 551
School of Education
Texas Southern University

Dr. Claudette Merrell Ligons, Facilitator

General Objective

This course was designed to illuminate the positive aspects of ethnic, racial, cultural, sexual, and individual differences among people. Emphasis will be given to both affective and cognitive dimensions of teacher/parent competencies essential for successful interaction with people in our multicultural, multi-linguistic world community.

Competency Expectations

1. Share the responsibility for development of a productive social and academic climate as the semester progresses.

2. Define the curriculum process and build a rationale for the obligation to incorporate multicultural components into curricula experiences/content in a democratic and culturally pluralistic society.

3. Articulate your philosophy related to: a) the learner; b) the ideal climate for learning; c) societal expectations of schools; d) the sources of curriculum; and e) your role in curriculum decision-making.

4. Indicate how Competency-Based Education can serve to enhance or inhibit the processes of multiculturalizing curriculum.

5. Articulate definition of selected concepts central to an adequate understanding of multicultural and multi-ethnic phenomena.

6. Generate basic assumptions in multicultural programs that are congruent with basic assumptions in democratic society.

7. Identify some of the major issues in cultural/ethnic patterns of communication that impact learning. These include verbal, nonverbal, and transracial dimensions of communication.

8. Delineate a set of criteria for selection and use of multicultural resources for teaching.

9. Develop awareness of the need to use consciously established criteria in the conceptualization and designing of multicultural teaching aids.

10. Articulate a knowledge of the indices that contribute to success/failure of students in our multicultural society. These include teacher attitude, cultural bias in testing, teacher knowledge and responsiveness to the diversity in life styles, communication patterns, income levels, values among other variables.

11. Generate ideas for the use of Roots as an intercultural set of learning experiences that may be incorporated into particular segments of the established curriculum.

12. Develop a multicultural resource folder to be used on an on-going basis in your class. These may be newspaper clippings, magazine articles, pictures, small scale bulletin boards, etc.

13. Design a multicultural teaching aid to be used as an introduction, complement, support of culminating part of a given lesson.

14. Complete a community analysis field study of the school community in which you serve and present a summary of findings to the class.

Learning Experiences

Note: The numbers of the learning routes correspond to the respective objectives stated above. For instance, 1.1 etc. are designed to assist students to attain objective 1.

1.1 Participate in interpersonal relations experiences

1.2 Assume responsibility for making the small and large group discussions interesting and productive related to stated objectives

1.3 Complete assigned and suggested readings and other assignments PROMPTLY

2.1 Review some curriculum books and generate selected definitions of the curriculum process.

2.2 Define curriculum as you view it. Share these views with others in a small group

2.3 Attend the lecture on curriculum, some definitions, a rationale, etc.

3.1 Write your philosphy of education as it relates to the variables (a-e) identified in stated objective

3.2 Participate in class discussion on "My Philosophy of Education." Give thought to assumptions that promote the goals of multicultural education

4.1 View slide-tape presentation: Wilford Weber. "An Introduction to Competency-Based Teacher Education"

4.2 Participate in small group interaction

4.3 Incorporate ideas from selected readings and film; participate in summary and synthesis session

5.1 Read definitions of selected terms on hand-out

5.2 Generate additional definitions of selected terms from readings

6.1 Identify your assumptions of multicultural programs

6.2 Attend lecture on Congruent Assumptions in Multicultural and CBTE Programs

7.1 Read assigned articles in texts, journals, etc.

7.2 Select articles from your resource file that will facilitate discussion of stated issues in small groups

8.1 Attend lecture-demonstration on Conceptualizing and
9.1 Designing Multicultural resources

8.2 Read selected research articles
9.2

9.3 Design a multicultural teaching aid and define (in written form) the learning objective/objectives, how it would be used as a resource etc.

10.1 Based on professional experiences, define factors that contribute to student success/failure in the schooling process

10.2 Attend symposium on selected topic

11.1 Small group discussion and sharing on how Roots can be utilized for incorporating multicultural/intercultural ideas into curriculum

11.2 Attend summary and synthesis session on "Roots" in the curriculum

12.1 Collect clippings from newspapers, magazines, etc. as they relate to differences and similarities in sex, age, ethnicity, culture, etc.

12.2 Display resource file during a given class session; share ideas for use

13.1 Demonstrate the use of the teaching aid during designated class session

14.1 Attend lecture-discussion on "A Rationale for Community Research"

14.2 Present a summary of findings

Students are expected to participate consistently during scheduled instructional sessions. Other supportive learning experiences may be completed individually or in small groups.

Each student is responsible for demonstration of each competency delineated on preceeding pages. The assigned grade at the end of the semester will reflect demonstration of mastery. Completion of assignments will not in itself guarantee a passing grade.

EDUCATION 551

MULTI-CULTURAL EUDCATION

J. B. JONES, INSTRUCTOR

TEXT REFERENCE:

James, C. Stone/Donald P. DeNevi, Teaching Multi-Cultural Populations, New York, D. Van Nostrand Company, 1971, 488 pp.

Simpson, G. E./Ginger, J. M., Racial and Cultural Minorities; An Analysis of Prejudice and Discrimination, New York, Harper and Row, 4th Edition, 1972, 775 pp.

RECOMMENDED:

Thomas P. Carter, Mexican Americans in Schools: A History of Educational Neglect, College Entrance Examination Board, New York, 1970, 235 pp.

James A. Banks, Teaching Ethnic Studies: Concepts and Strategies, National Council for the Social Studies, Washington, D. C. 43rd Yearbook, 1973, 297 pp.

Madelon D. Stent/William E. Hazard/Harry N. Rivlin, Cultural Pluralism in Education: A Mandate for Change, Appleton-Century-Crofts, New York, 1973, 167 pp.

COURSE OUTCOMES

Knowledge

- Language
- Values

History

Skills

Attitudes

Relationships

Customs

- Dress
- Diet
- Family Patterns
- Recreation
- Religion
- Ceremonies

Habits

Positive Actions

POSTULATES:

1. Diversity of culture enriches us.

2. If one learns in his own culture, he can learn in another if it is relevant.

3. School to be effective must be an extension of home.

4. Self concept forms the core of behavior.

5. Separate schools for various groups is neither feasible nor practical as such a policy would defeat the American concept.

COURSE OBJECTIVES:

1. To acquire rudimentary knowledge of five basic cultures which exist in America today: Black, Puerto Rican, Mexican-American, Indian, and Asian American.

2. To become aware of various subcultures in school populations and their influences in the educational milieu.

3. To develop bases for the acquisition of skills in relating to individuals of other cultures.

4. To perceive means of manipulating the school environment such that it is responsive to all of its students.

5. To conceptualize and formulate teaching strategies which encompasses life styles and cultural heritages of those entrusted to my custody.

6. Produce disciples of and change agents for multicultural education.

7. Use the outline below as a personal development guide:

   - Course Overview
     Culture-Defined
     Culture-Components
     Multi-Cultural Education-history
     and Purposes

   - Awareness Experiences
     Film Viewing
     Value Clarification
     Views from the Outside

   - Group Organization and Planning

- Rapport - Respect
  Art of Inclusion
  Self-Concept
  Prejudice
  Learning Environment

- Teaching Strategies
  Parental Involvement
  Cultural Encapsulation
  Alienation

- The Black Experience

- The Puerto Rican Experience

- The Mexican-American Experience

- The Red Experience

- The Yellow Experience

- Toward the Year 2000

- Experience Sharing from items 1-9 of Course Requirements

- Multicultural Education--A National View

- Multicultural Festival Featuring Diversity in Attire, Food, and Entertainment, Quotation, music, art, dances, games, stories, or other creative offerings.

COURSE REQUIREMENTS:

1. Visit church, social gathering, organizational meeting within the cultural context of the group to which assigned.

2. React to the National Elementary and Secondary Education Act. (Promises-Problems)

3. Make an indepth study of an alienated child or youth with suggestions for means of inclusion.

4. Annotated bibliography - Three books; Two periodicals.

5. Indicate environmental manipulations which appear warrented in your settings in view of the developments of the course.

6. Ananlyses of a textbook used in your teaching for Cultural Diversity--Ethnic Economics, Sex.

7. One-half day in juvenile court with observations that have relevance for education.

8. Prepare a module for teaching some designated objectives in behavioral teams and the activities which are to be undertaken to bring these realizations to fruition.

9. Prepare ten questions which you deem appropriate for an evaluation of one's performance in this course (Design what you regard as an appropriate final examination for the course).

EXCERPT

EDAS 755
Second Summer
1979

The goals and objectives of this course are to develop skills in rationale thinking, decision making, and problem solving as they relate to Multicultural Education. Due to the nature of the course our schedule will reamin flexible. However, we will meet Thursday, July 12 and Friday, July 13 at the regularly assigned time. During Hotline we will meet daily (July 16-20) and from 9-3 July 23-27.

You will make a presentation on one of the topics listed or you may invite an appropriate person to talk to the class. These presentations should address aspects of the culture, what we can do in schools to make education more attainable, their food, arts, and music. If you invite a speaker you must provide the speaker with a suggested outline and be a moderator for the discussion that follows. Introduce your speaker in a professional manner and provide them with any assistance.

Schedule

July 12	Overview of the course
July 13	Goals of Multicultural Education
July 23 (9-3)	Mexican Americans
	Native Americans
July 24 (9-3)	Poor Jewish Americans
July 25 (9-3)	Afro Americans
	Puerto Ricans
July 26 (9-3)	Asian Americans
	Vietnamese
July 27 (9-3)	Cubans
	European Americans